

NEW YORK SCHOOL JOURNAL



Vol. III.—No. 54.

NEW YORK, SATURDAY, FEBRUARY 3, 1872.

Price Five Cents.

EXAMINATION.

A student of the College of the City of New York is responsible for the following travesty on Longfellow's Hiawatha:

O! the long examination.
O! the hard examination.
Ever thicker, thicker, thicker,
Full examination papers;
Ever deeper, deeper, deeper,
Fell the papers, and they drifted
Through the precincts, round the college.
In that drear abode of learning
As the ghosts were, and as gloomy,
Waited not to be invited:
Did not parley at the doorway,
Sat there without word of welcome
By the table of the "doctor."
Looked with smiling face and laughter
At the faces of the students.
And the foremost said, "Behold me,
I am Anthon, LL. D., sir."
And the other said, "Behold me!
I am Hanteman, Professorum."
And each now despairing student
Shuddered as they looked upon him.
Shuddered at the words they uttered,
Hid his face, but made no answer.
Sat there trembling, freezing, burning
At the fearful words they uttered.
Forth into the college garden
Rushed the now indignant seniors.
In their hearts was awful sorrow.
In their faces, a strong frown;
On their brows the sweat of anger
Started, but it froze and fell not.
Alexander Webb, the mighty,
Cried they, with their faces lifted
In that bitter hour of anguish.
Give us "crum week" to prepare, sir.
Give us crum week or we'll fall, sir.
Give us time for mathematics;
For the dreary poison cases;
For our languages and law, sir.
Through the dreary college building,
Through the building dark and dreary,
Hear their cry of indignation.
But there came no other answer
Than the echo of their crying.
Taunting, jeering, Ha! ha! No, sir,
In the chapel with Will Stratford
And the smiling guests that watched them,
With the desperate professors.
They were studying; the students,
They were muttering their lessons.
Hark! Said one, I hear a rushing.
Hear a rushing and a rushing.
Hear the maddened seniors groaning,
Begging piteously for crum week.
Ah, my boys! soon came the answer,
You may bet your boots upon it.
Look, said one, I see my father
Standing in the chapel doorway
Beckoning to me, and smiling,
Come to see about my demerits.
I have more than 85, sir.
Ah! returned another, slowly,
I have 84 myself, ma!
Hush! said one, the eyes of Stratford
Glare upon you in the darkness.
I can see his bony fingers
Snap the section-book with gladness.
Johnson talking? Five demerits.
And the students, sadly gazing,
Heard that sudden cry of Stratford,
Heard the ringing voice of Stratford
Calling to the head of section:
Johnson talking! Five demerits!
And the students went on moaning,
Wouldn't we sit back and happy
If the "President" gave us crum week.
But it's use as to bewail it.
Webb has got a heart of granite,
And is determined not to give us
Any time to get our lessons.
And they uttered cries of mourning,
Cries of horror, cries of terror,
That the building shook and trembled;
That the white washed walls looked whiter
From the awful cries and groanings. D. S.

SUPERINTENDENT KIDDLE'S ANNUAL REPORT.

[CONTINUED.]

READING.

While the classes of the grammar schools, both male and female, cannot justly be reported as decidedly deficient, they have not in the examinations of the past year come up to the standard of excellence adopted by the department. It is, however, gratifying to find that in the male schools ninety per cent. of all examined were either excellent or good; and in the female schools ninety-five per cent. Nevertheless, this is somewhat lower than was shown by the returns of last year. The following are the observations of the Assistant Superintendents in relation to this study:

Mr. Harrison remarks, "Reading, I have found very little, if at all, changed in its condition since the last report. The class-teacher has been frequently asked to select a new piece and give an illustration of the method pursued in teaching this important branch."

"In the majority of cases the pupils were simply 'let to read,' with the occasional correction of a word mispronounced, or a direction as to managing the voice. Class-books abounding in selections containing reference to historical, scientific or other interesting and important facts, are too frequently used mechanically, without being in any true sense utilized, and for want of training, the pupil is left to find interesting reading in the sensation novels

of certain so-called newspapers. A great change for the better might easily be initiated if each principal would carefully and minutely inspect the reading-book of the class, select and mark those pieces most appropriate to the age and mental development of the class and best fitted to convey instruction and to cultivate a taste for useful reading, indicate if necessary, the numerical order in which they should be taught, and direct that these selections should be used in preference to all others. By marking, also, the various incidental expressions needing special explanation, and at the same time giving the teacher free access to the reference library furnished to the department, the too prevalent profitless reading, without resulting in instruction, would be done away with.

"In this connection it is proper to remark that the want of some kind of library for the use of the pupils is painfully indicated by their lack of general information and of a taste for profitably-interesting books and subjects. A well-selected library of small volumes, such as might be easily chosen and at small cost, is so great a necessity that so long as our schools are without them the system of public instruction is not only defective in a very important particular, but is really mutilated. In Boston and other large cities there are both school libraries and free public libraries which boys and girls are both permitted and encouraged to use. In the city of New York we have almost nothing.

"Incidental to these remarks on reading, it may also be observed that it seems a very general habit to endeavor to obtain fair enunciation, pronunciation, &c., in the reading, and then to neglect them in the far more numerous and frequent exercises requiring oral responses from the pupils. If steady progress in these matters is to be made, enunciation, pronunciation and the correction of bad grammar must always be in order in a grammar department at least."

Assistant Superintendent Fanning reports as follows:

"In reading there has been an improved mode of instruction adopted in many cases in the middle and lower portions of our Grammar Schools. Much careful instruction is constantly given, and the pupils are more frequently practiced upon conversational pieces and others that are familiar and sprightly in style, &c. Thus while distinctness of articulation is carefully looked after, naturalness of expression is also judiciously encouraged. By these and other means—such as preliminary and subsequent familiar 'talk' upon the subject matter—Reading is rendered by our efficient teachers one of the most interesting as well as profitable exercises of the school-room."

Assistant Superintendent Jones remarks: "There is an evident improvement in the reading exercises of the lower classes of the Primary Schools, resulting from the improved method of instruction employed. Showing the pupil an object, then printing the name of it on the black-board, and after the name is learned, teaching the letters that compose it, have proved very successful as the first steps in this department of instruction. The Primer and First Reader classes show a decided improvement, particularly in the fluency with which the reading is performed. Why, then, should not this improvement be continued in the higher classes, so that the pupils may read not only intelligently but intelligently?"

"We need books which contain lessons not only interesting but instructive. Selections from natural history could be presented, written in an entertaining style, which would charm the pupils; and the analysis and explanation of these would afford delight and profit to these young minds."

"These lessons should be sprightly and brief; and the objects referred to in them might be used as the material for lessons which would tend to develop the intelligence of the children to a far greater extent than very much of the object teaching now given."

The suggestions made in these reports, in relation to developing the intelligence of the pupils by means of the reading lessons, are timely and meet with my hearty approval. I am afraid that much of the time spent in the reading exercises is to some extent thrown away. The pupils are listless while they are engaged in them, and the teacher conducts them in a merely perfunctory manner. They ought to be full of life and spirit. The teachers should bring to bear in the illustration of these lessons, all the resources of their intelli-

gence and information, and the pupils' mental activity should be stimulated, by means of them, to the highest degree. It is not enough that the pupils should be interested; although many of the compilers of reading-books seem to think so. If this were so "Jack and the Bean-stalk," "Sindbad the Sailor," etc., would be the perfection of material for their reading."

SPELLING.

The tabular statement shows a decided improvement in both the Grammar and Primary Schools in this branch. The percentage of deficiency is, however, still too large; and I trust will, during the ensuing year, be considerably reduced. In regard to this branch, Assistant Superintendent Harrison reports: "Spelling appears to be somewhat improved since the last report. Besides the general test of writing *extempore* compositions on the slate, and brief lists of selected test-words in good and frequent use, I have made special inquiry into the spelling of ordinary personal names presenting any difficulty, and of those geographical names which are often employed in directing letters. No foreign names have been used in the examination, except such as are of commercial importance."

Mr. Fanning remarks: "My experience and observation in the schools convince me that the most successful instructors in this important branch are those who do not rely exclusively upon any one mode or plan, but those who endeavor to give variety and interest to their spelling exercises, as they do to the other subjects which they successfully teach."

"Such teachers aim faithfully and persistently to cultivate the eye and the hand of the pupil, the ear and the tongue, and gradually and at proper times call careful attention to classes of words of similar sound and dissimilar spelling, and *vice versa*; also to derivatives and the changes which their roots have undergone; and this course, requiring as it does frequent illustrations upon the blackboard, in connection with the indispensable and daily practice upon slate or paper (or both), produces obvious and creditable results."

While it is of the greatest importance that the pupils should be good spellers, yet the difficulties and anomalies of our language are such that it seems to me inconsistent and unreasonable to make orthography a test of scholarship, especially in the case of young pupils. Bad spelling, within certain limits, is an evidence of illiteracy; but there are very few, even of those who have had a learned education, who may not be embarrassed in the spelling of even an ordinary word, or be actually guilty of an orthographic delinquency. The graduates of our own schools—sometimes even the graduates of colleges—after several careful written examinations and much practice in composition, taking notes of lectures, etc., sometimes show most singular weakness in this respect, under the examination required by law for a teacher's license. While this should, as far as possible, be prevented, due candor and charity should be exercised in respect to these lapses.

DEFINITIONS.

In relation to this branch Assistant Superintendent Fanning reports as follows: "I have noticed with pleasure that the teachers, with few exceptions, appear to be employing judicious means in order that their pupils should understand what they read, as well as the meanings and uses of all terms employed in connection with the other branches of study."

"There is evidently more thought given by teachers and pupils generally to all words used, and more frequent illustrations and explanations are given and required; and hence a continued and gratifying improvement is manifest in very many of the schools in the proper use of words in forming sentences; and increased or greater readiness in the writing of brief slate compositions is also observable."

Mr. Jones reports that "formal definitions of the words found in the reading lessons have been generally abandoned in the primary grades, except in connection with the use of short sentences to illustrate their meaning. Care should be taken in these exercises that the sentences employed by the children are such as illustrate the meaning, or the pupils will fall into a careless or indiscriminate habit of forming sentences, and thus derive no knowledge of the meaning of the words employed. In some classes, this requirement of the course of study seemed to have been greatly abused or perverted."

Where the teacher keeps the exact object in view, and pursues it with any degree of tact or intelligence, the abuse referred to can hardly take place. By means of this exercise the pupils are to learn the meaning of words, and how to use them in connection with other words. Anything which does not facilitate this, or that militates against it, must of course be useless or objectionable."

ARITHMETIC.

The aggregate of excellent and good results in this branch in the different classes of schools, as compared with those presented in last year's report, show a singular correspondence, but on the whole, a slight improvement, except in the primary and colored schools. In the former of these, however, it is still, as during the preceding year, in advance of all the other subjects comprised in the table. In the Female Grammar Schools it is far behind the other studies; although these schools still keep in advance of the Male Grammar Schools in this respect."

WRITING.

On the whole, I have but little improvement to report in this branch, on a careful comparison of the examination returns.

The classes which were decidedly commendable (being either excellent or good) are, in the male grammar schools, 89 per cent. of the whole; in the female grammar schools, 90 per cent.; in the primary schools, 83 per cent.; in the colored schools, 81 per cent. Last year the returns showed 82 per cent., 94 per cent., 84 per cent., and 81 per cent., respectively. The correspondence is again quite remarkable, and the variation is for the better. In regard to this branch, Mr. Fanning reports: "Slate writing is practiced universally, and generally with beneficial results. A free and legible handwriting is now quite common, even in the eighth grade, or lowest classes. The extent of the practice in slate-writing, and the creditable results attained, have undoubtedly had a salutary effect upon the penmanship of our schools—the lowest class especially. As far as my observation has extended, the pupils in most of the schools now take great interest in their work with the pen, and improved results in this necessary branch naturally follow."

Assistant Superintendent Calkins reports in relation to the writing in the primary schools as follows: "General improvement has been made, during the past year, in slate-writing, and in some of the schools the character of this work is systematic, and worthy of much commendation. I know of no good reason why the slate-writing should not be of an excellent character in all the schools. It will be when principals and teachers determine that it shall be, and give regular and systematic instruction in it."

"Writing in books has been introduced into the higher grades of all the schools in which desks and other facilities for teaching this branch have been provided. Generally commendable progress has been made."

Assistant Superintendent Jones reports that in the primary schools "the results thus far in slate-writing and penmanship are not such as we ought to expect. The chief difficulty is caused by permitting the pupils, when they are beginning to write letters on the slate, to incur bad habits from the want of being taught how to sit, to hold the pencil, and to form the elements of the letters in a proper manner."

It is very much to be regretted, that in consequence of the want of desk accommodations in many of the schools, the by-law requiring penmanship to be taught in the higher grades of the primary school course should be practically a dead letter. It is to be hoped that the financial condition of the Department during the ensuing year will be such as to enable it to supply this very serious want."

DRAWING.

The instruction in drawing needs to be graded and methodized to be made perfectly effective. It is, however, carried on in most of the schools with a degree of success which, under the circumstances, is worthy of commendation. The special teachers employed for this purpose seem to be earnest and capable, and with a properly arranged course of instruction for this branch their services would prove a most valuable addition to the educational agencies of the system. In relation to this subject, Mr. Calkins reports that "additional attention has been given to the subject of drawing during the past year in the Primary Schools, although it has not

yet become an exercise of general practice. Indeed, some of the principals, anticipating the proposed action of the Board in regard to this matter, have introduced a graded course of instruction on this subject, and its results show its entire practicability in primary classes."

GEOGRAPHY.

Mr. Fanning reports that, "generally speaking, this important and useful branch is intelligently and successfully taught. More practical instruction, however, in the geography of 'home' and its surroundings would be interesting and profitable to the pupils."

SHAMMAR.

In the examinations of this year great pains have been taken to give a practical direction to the teaching of this subject, and the returns show quite a creditable result. Mr. Harrison reports as follows: "The oral correction of errors, in speech as they arise in course of the ordinary exercises should be systematically begun somewhere in the Primary Departments, as most of those errors are acquired at home or from other pupils before the usual age of promotion to the Grammar Schools. It should then be carefully continued in every grade of the Grammar Schools till it coalesces with the systematic teaching and application of formal grammar in the higher grades. No subject would then receive so much practical attention and application, and none needs it more. Exercises to correct common errors in speech have constituted a part of the requirements of the course of study from the fifth grade inclusive since April, 1870. In the series of examinations just concluded, special attention has been given to this important matter in all classes studying grammar. As the course first calls for the correction of false syntax in the second Grammar School grade, I have interpreted the requirement to mean that, in the grades below, the exercises should involve only the correction of common errors, without giving in full the rules, reasons and principles for making the corrections. In some cases, however, the principals have, it seems to me, wisely directed that the reasons for the corrections should be given in all cases readily covered by the attainments of the pupils in formal grammar."

"A comparison of results obtained by the two methods is most instructive. Where the empirical system alone was used, it was evident that but little progress had been made in eradicating those troublesome errors. Where the pupils had been trained to apply the principles of grammar as a part of the process of learning them, and the simple rules of syntax were taught in connection with grammatic etymology, and all illustrated by simple comparisons of true with false constructions, the pupils were found to have made real as well as rapid progress, while the profitable nature of the exercises was not more apparent than the keen interest and pleasure manifested by the pupils themselves."

OBJECT TEACHING.

In regard to this department of the primary school work, Assistant Superintendent Calkins reports as follows:

"In the matter of object teaching there is still great lack of uniformity in the character and results of instruction, although general progress has been made during the past year. In some schools the methods of teaching and the results in the classes are thorough and excellent; in other schools they are good, and in some they are mechanical, just as are their exercises in all the studies. Sometimes these conditions appear to be the result of indifference to, and lack of understanding of, the true spirit and aim of object teaching, on the part of both principal and teachers, and in other instances the cause rests chiefly with the class teachers. The progress of systematic object teaching has not been rapid in our schools, but its advancement has been marked from year to year. The complete and uniform introduction of this system of instruction into all the schools has been retarded by many causes, chief among which are the following: Most of the teachers knew nothing of the principles or practice of object teaching when they entered our schools. Their own education had been obtained under a widely different plan; one where the prevailing modes of teaching were of those forms which led chiefly to an exercise of memory. The common mode of conducting lessons in the primary classes then consisted of asking questions and teaching answers to them, rather than in a process

of training pupils in habits of seeing, doing and telling.

"Many years of this kind of practice in schools rendered it very difficult for those teachers to acquire new modes of instruction and abandon old ones. And especially hard was it for them to acquire those methods in which a knowledge of objects, and their various qualities and relations, must be learned from the objects themselves, and where also language must be developed so as to enable the pupils to express in a suitable manner such ideas as they acquired by them.

"Again, the young teachers employed from time to time, having been taught on nearly the same plan as the older ones, came to their work with no definite ideas of the real nature of their duties, and therefore they naturally copied the matter and imitated the methods of teaching which prevailed among the other teachers of the same school. Thus the influence of each school tended to perpetuate existing modes of teaching, rather than the introduction of new ones, regardless alike of the defects of one, and the merits of the other.

"Under such conditions it is evident that improved methods could be introduced into the schools, if introduced at all, only by means of external influences. The visitations and annual examinations by the Superintendent, and the training given in the Saturday Normal School to such teachers as chose to attend, were the chief influences available for securing the general introduction of new methods of teaching.

"When it is also remembered that more than twelve hundred teachers are employed in the public schools of this city for primary instruction alone, and that about two hundred of these change annually; and further, that the visits of the Superintendent can be made to each class generally but once or twice a year, it will be understood that much time must be required for teachers to become sufficiently acquainted with any new system of instruction to be able to use it successfully.

"Such were some of the obstacles to be overcome, and the general conditions under which the system of object teaching has been introduced into the Primary Schools of this city. Notwithstanding the means for accomplishing this work were so inadequate to the extent and importance of it, yet its successful progress has been not only gratifying, but such as to give evidence that much of the true teacher's spirit exists among the primary principals and their assistants. Although so much general progress has been made in the matter of object teaching and real educational training, there is still a wide difference in the matter and character of this instruction, and in the extent of its progress in the several schools. While all have made improvement in this direction, some schools have attained such commendable results that they call forth warm praise from all who visit them.

"In the establishment of the Normal College and the Model Primary School, there is now provided an important additional means for further improvement in the character of primary instruction in our public schools.

"The chief value of object teaching has not been confined to lessons on objects, but its influence is observed in the better development of the pupils' minds; in their habits of more careful observation and attentive thinking; in their use of better language; and in the increased power of learning which they have acquired. This favorable result is discernible in their progress in all the studies of the school, where the spirit of true object teaching prevails in the methods of instruction employed. Teachers have learned to place less importance upon work is recited about a subject, and more upon intelligent statements of the subjects.

"The two great attainments necessary to the teacher's success are *knowing* and *knowing how to do*. Where the first is possessed, and the disposition to attain the other exists, if time be added, success will be certain. Where neither of these great attainments is possessed by the teacher, there must be great earnestness and persevering labor, and much time, to afford any room for hope of success. Where these two great attainments are lacking, and the disposition to do what is necessary to attain them is also wanting, there are all the elements of a worthless teacher."

LICENSING OF TEACHERS.

During the past year, licenses, in accordance with the form prescribed by the Board, have been conferred upon 194 persons, of whom 18 were males and 116 females. Of these, 3 were graduates of the College of the City of New York, 38 graduates of the Normal College, 37 graduates of the Female Grammar Schools, 34 already engaged in teaching in the schools with licenses of the inferior grades formerly permitted by the by laws, and 23 from other schools and places.

The examinations have embraced only the branches of study heretofore required for a full certificate of license, as it has been found impracticable, as yet, to raise the standard of requirements. It is desirable, however, that this should be done as soon as possible, and I trust that this will be at an early day—at least as soon as the Female Normal College may reasonably be expected to realize the sanguine wishes and expectations of its founders. As soon as the requirements are definitely fixed for a diploma of graduation from that institution, it would be improper and unjust, in my opinion, that a full certificate of license should be issued from the Superintendent's Department on any inferior standard of qualification; since, while perhaps it would be impolitic and unwise to exclude all who are not graduates of the College

from being employed as teachers in the schools, it certainly would not be just to those graduates to admit others with inferior qualifications. As yet, I have not been able to ascertain what standard has been adopted in the graduation of students of the college, as the course of study only prescribes subjects, without limitation, and it is not to be presumed that students of seventeen years of age could pass a critical examination in all the topics embraced in nearly twenty different branches of science and literature, as well as in Latin, French and German. I have, in all cases, deemed it indispensable that the candidates should be tolerably familiar with the studies prescribed to be taught in the several grades of the Grammar School course—that they should be reasonably proficient in orthography and penmanship, and that they should have a good knowledge of English grammar and arithmetic, as well as some acquaintance with algebra, geometry, astronomy and natural philosophy; that they should know how to write and speak the English language with correctness, and that they should show a good degree of general intelligence, mental ability and physical health. Hereafter, I trust it will be possible to require more, and especially to exact a knowledge of definite principles and methods of teaching and discipline.

It is very desirable that the young teacher, just entering upon her professional work, should have sufficient theoretical knowledge to avoid the baneful errors which have been so common in our schools hitherto, but it must be borne in mind that theory and the little practice to be had in connection with its acquisition, can never supersede the necessity of experience, and should not be placed on a level with it. The system, therefore, at present prescribed of awarding a full and unqualified license to those who have no experience, no assured skill and no mature scholarship, seems to me of questionable expediency, and is undoubtedly at variance with the practice throughout our State and in most other States.

EFFICIENCY OF THE TEACHERS.

There are at present employed in the various schools 2,657 teachers, of whom 559 are males and 2,398 females. The following table exhibits the number of teachers employed in the different classes of schools, with the number of pupils under each assistant teacher:

SCHOOLS.	No. of Teachers.	Average Annual Attendance.	Pupils per Teacher.
Male Grammar.....	323	16,424	51
Female Grammar.....	469	14,052	30
Primary Departments.....	708	37,153	52
Primary Schools.....	367	16,191	47
Colored Schools.....	46	782	23
Evening Schools.....	312	9,814	31
Corporate Schools.....	102	7,621	75
Total.....	2,657	101,038	43

* Exclusive of the High School.

The teachers are generally very regular in their attendance, but some of the schools suffer greatly from the continued absence or irregularity of invalid teachers. The whole number of days lost by the absence of teachers during the year is 18,794, or nearly, on the average, nine days for each teacher employed; and four per cent. of all the days of service during the year. Last year the total number of days lost was 17,514, or considerably less than during the present year, although the number of teachers employed was somewhat greater. Most of this absence consists of periods of less than five days, and being excusable by the Ward Trustees, does not come at all under the examination of the physician of the Board. Since the employment of that officer, I believe the number of teachers absent for long periods of time has been reduced. This matter is one of great importance, and should be kept under careful surveillance. While it is right that conscientious and faithful teachers should be treated with kindness and consideration when incapacitated by sickness from attending to their duties, some arrangement should be made by which their classes would not be neglected during their absence, as is often the case at the present time.

ON THE PHILOSOPHY OF MYTHOLOGY.

BY MAX MULLER.

No. 3.

Let us now return to mythology in the narrower sense of the word. One of the earliest objects that would strike and stir the mind of man and for which a sign or a name would soon be wanted, is surely the sun. It is very hard for us to realize the feelings with which the first dwellers on the earth looked upon the sun, or fully to understand what they meant by a morning prayer or a morning sacrifice. Perhaps there are a few people here present who have watched a sunrise more than once or twice in their life; few people who have ever known the true meaning of a morning prayer, or a morning sacrifice. But think of man at the very dawn of time: forgot for a moment, if you can, after having read the fascinating pages of Mr. Darwin, forget what man is supposed to have been before he was man; forget it, because it does not concern us here whether his bodily form and frame were developed once for all in the mind of his Creator, or gradually in the evolution itself, which, I suppose, from the first movement or protoplasm to the last of the primates, or man, the work of his mind; think of him only as man (and man means the thinker), with

his mind yet lying fallow, though full of germs—germs of which I hold as strongly as ever no trace has ever, no trace will ever, be discovered anywhere but in man; think of the sun awakening the eyes of man from sleep, and his mind from slumber. Was no the sunrise to him the first wonder, the first beginning of all reflection, all thought, all philosophy? Was it not to him the first revelation, the first beginning of all trust, of all religion? To us that wonder of wonders has ceased to exist, and few men now would venture to speak of the sun as Sir John Herschel has spoken, calling him "the Almoner of the Almighty, the delegated dispenser to us of light and warmth, as well as the centre of attraction, and as such, the immediate source of all our comfort, and, indeed, of the very possibility of our existence on earth." Few nations only have preserved in their ancient poetry some remnants of the natural awe with which the earliest dwellers on the earth saw that brilliant being slowly rising from out the darkness of the night, raising itself by its own might higher and higher, till it stood triumphant on the arch of heaven, and then descended and sank down in its fiery glory into the dark abyss of the heaving and hissing sea. In the hymns of the Veda the poet still wonders how he can climb the vault of heaven? why he does not fall back? why there is no dust on his path? And when the rays of the morning rouse him from sleep and call him back to new life, when he sees the sun, as he says, stretching out his golden arms to bless the world and rescue it from the terrors of darkness, he exclaims, "Ariase, our life, our spirit has come back! the darkness is gone, the light approaches!"

For so prominent an object in the primeval picture-gallery of the human mind, a sign or a name must have been wanted at a very early period. But how was this to be achieved? As a mere sign, a circle would have been sufficient, such as we find in the hieroglyphics of Egypt, in the graphic system of China, or even in our own astronomical tables. If such a sign was fixed upon, we have a beginning of language in the widest sense of the word, for we have a sign for a conception made up of a large number of single sensuous impressions. With such definite signs mythology has little chance; yet the mere fact that the sun was represented as a circle would favor the idea that the sun was round; or as ancient people, who had no adjective as yet for round or *rotundus*, would say that the sun was a wheel, a *rota*. If, on the contrary, the round sign reminded the people of an eye, then the sign of the sun would soon become the eye of heaven, and germs of mythology would spring up even from the barren soil of such hieroglyphic language.

But now suppose that a real name was wanted for the sun, how could that be achieved?

We know that all words are derived from roots, that these roots express general predicates, and that with few exceptions every name conveys a general predicate peculiar to the object that has to be named. How these roots came to be a question into which we need not enter at present. Their origin and growth form a problem of psychology rather than of philology, and each science must keep within its proper bounds. If a name was wanted for snow, the early framers of language singled out one of the general predicates of snow, its whiteness, its coldness, or its liquidity, and called the snow the white, the cold, or the liquid, by means of roots conveying the general idea of whiteness, coldness, or liquidity. Not only Nix, nive, but Niobe too, was a name of the snow, and meant the melting; the death of her beautiful children by the arrows of Apollo and Artemis represents the destruction of winter by the rays of the sun. If the sun itself was to be named, it might be called the brilliant, the awakener, the runner, the ruler, the father, the giver of warmth, of fertility, of life, the scorcher, the destroyer, the messenger of death, and many other names; but there was no possibility of naming it, except by laying hold of one of its characteristic features, and expressing that feature by means of one of the predicative roots. Let us trace the history of at least one of these names. Before the Aryan nations separated, before there was a Latin, a Greek, or a Sanskrit language, there existed a root *sear* or *sol*, which meant to beam, to glitter, to warm. It exists in Greek, in Anglo Saxon, as *solan*, to burn, to swell; in modern German, *scheul*, oppressively hot. From it we have in Sanskrit the noun *sar*, meaning sometimes the sky, sometimes the sun; and exactly the same word has been preserved in Latin, as *sol*; in Gothic, as *saull*; in Anglo Saxon as *sol*. A secondary form of *sear* is the Sanskrit *surya* for *searya*, the sun.

All these names were originally mere predicates; they meant bright, brilliant, warm. But as soon as the name *sear* or *surya* was formed, it became, through the irresistible influence of language, the name, not only of a living, but of a male being. Every noun in Sanskrit must be either a masculine or a feminine (for the neuter gender was originally confined to the nominative case), and as *surya* had been formed as a masculine, language stamped it once for all as the sign of a male being as much as if it had been the name of a warrior or a king. In other languages where the name for sun is a feminine, and the sun is accordingly conceived as a woman, as a queen, as the bride of the moon, the whole mythology of the love-making of the heavenly bodies is changed. You may say that all this shows, not so much the influence of language on thought, as of thought on language; and that the sexual

character of all words reflects only the peculiarities of a child's mind, which can conceive of nothing except as living, as male or female. If a child hurts itself against a chair, it beats and scolds the chair. The chair is looked upon not as it, but as *he*; it is the naughty chair, quite as much as a boy is a naughty boy. There is some truth in this, but it only serves, to confirm the right view of the influence of language on thought; for this tendency, though in its origin intentional, and therefore the result of thought, became soon a mere rule of tradition in language, and it then reacted on the mind with irresistible power. As soon, in fact, as *surya* appears as a masculine, we are in the very thick of mythology. We have not yet arrived at Helios as a god—that is a much later stage of thought, which we might describe almost in the words of Plato at the beginning of the seventh book of the "Republic." And after this, he will reason that the sun is he who gives the seasons and the years, and is the guardian of all that is in the visible world, and in a certain way the cause of all things which he and his fellows have been accustomed to behold." We have not yet advanced so far, but we have reached at least the first germs of a myth. In the Homeric hymn to Helios, Helios is not yet called an immortal, but only like immortals, yet he is called the child of Euryphaessa, the son of Hyperion, the grandson of Uranos and Gaia. All this is mythology; it is ancient language going beyond its first intention. Nor is there much difficulty in interpreting this myth. Helios, the sun, is called the son of Hyperion, sometimes Hyperion himself. This name Hyperion is derived from the Latin *super*, which means above. So if Helios was called Hyperion, this simply meant he who dwells on high, and corresponds to Latin *Summus* or *Superior*, or *Elevator*. If, on the contrary, Helios is called Hyperionides, this, too, which meant originally no more than he who comes from, or belongs to those who dwell on high, led to the myth that he was the descendant of Hyperion; so that in this case, as in the case of Zeus Kronion, the son really led to the conception of his father. Zeus Kronion meant originally no more than Zeus the eternal, the god of ages, the ancient of days; but becoming usual as a patronymic suffix, Kronion was supposed to mean the son of Kronos. Kronos, the father, was created in order to account for the existence of the name Kronion. If Hyperion is called the son of Euryphaessa, the wide-shining, this requires no commentary; for even at present a poet might say that the sun is born of the wide-shining dawn. You see the spontaneous generation of mythology with every new name that is formed. As not only the sun, but also the moon and the dawn could be called dwellers on high, they too, took the name of Hyperionides or Hyperionides; and hence Homer called Selene, the Moon, and Eos, the Dawn, sisters of Helios, and daughters of Hyperion and Euryphaessa, the Dawn doing service twice, both as mother, Euryphaessa, and as daughter, Eos. Nay, according to Homer, Euryphaessa, the Dawn, is not only the wife, but also the sister of Helios. All this is perfectly intelligible, if we watch the growth of language and mythology; but it leads, of course, to the most tragic catastrophes as soon as it is all taken in a literal sense.

Helios is called the never-tiring; the all-seeing; the shining; and also the brilliant. This last epithet has grown into an independent deity Phoebus, and it is particularly known as a name of Apollo, Phoibos Apollo; thus showing what is also known from other sources that in Apollo, too, we have one of the many mythic disguises of the sun. So far all is clear, because all the names which we have to deal with are intelligible, or, at all events, yield to the softest etymological pressure. But now if we hear the story of Phoibos Apollo falling in love with Daphne, and Daphne, praying to her mother, the Earth, to save her from Phoibos; and if we read how either the Earth received her in her lap and then a laurel tree sprang up where she had disappeared, or how she herself was changed into a laurel tree, what shall we think of this? It is a mere story, it might be said, and why should there be any meaning in it? My answer is, because people do not tell such stories of their gods and heroes, unless there is some sense in them. Besides, if Phoibos means the sun, why should not Daphne have a meaning too? Before, therefore, we can decide whether the story of Phoibos and Daphne is a mere invention, we must try to find out what can have been the meaning of the word Daphne. In Greek it means a laurel, and this would explain the purely Greek legend that Daphne was changed into a laurel tree. But who was Daphne? In order to answer this question, we must have recourse to etymology, or, in other words, we must examine the history of the word. Etymology, as you know, is no longer what it used to be; and though there may still be a classical scholar here and there who crosses himself at the idea of a Greek word being explained by a reference to Sanskrit, we naturally look to Sanskrit as the master-key to many a lock which no Greek key will open. Now Daphne, as I have shown, can be traced back to Sanskrit *Ahand*, and *Ahand* in Sanskrit means the dawn. As soon as we know this, everything becomes clear. The story of Phoibos and Daphne is no more than a description of what every one may see every day; first, the appearance of the Dawn in the eastern sky, then the rising of the Sun as if hurrying after his bride, then the gradual fading away of the bright Dawn at the touch of the fiery rays of the

sun, and at last her death or disappearance in the lap of her mother, the Earth. All this seems as clear to me as daylight, and the only objection that could be raised against this reading of the ancient myth would be, if it could be proved that *Ahand* does not mean Dawn, and that Daphne cannot be traced back to *Ahand*, or that *Helios* does not mean the Sun.

I know there is another objection, but it seems to me so groundless as hardly to deserve an answer. Why, it is asked, should the ancient nations have told these endless stories about the Sun and the Dawn, and why should they have preserved them in their mythology? We might as well ask why the ancient nations should have invented so many irregular verbs, and why they should have preserved them in their grammar. A fact does not cease to be a fact, because we cannot at once explain it. As far as our knowledge goes at present, we are justified in stating that the Aryan nations preserved not only their grammatical structure, and a large portion of their dictionary, from the time which preceded their separation, but that they likewise retained the names of some of their deities, some popular sayings and proverbs, and in these, it may be, the seeds of parables, as part of their common Aryan heirloom. Their mythological lore fills in fact a period in the history of Aryan thought halfway between the period of language and the period of literature, and it is this discovery which gives to mythology its importance in the eyes of the student of the most ancient history and psychology of mankind.

And do not suppose that the Greeks or the Hindus or the Aryan nations in general were the only people who possessed such tales. Wherever we look, in every part of the world, among uncivilized as well as a civilized people, we find the same kind of stories, the same traditions, the same myths. The Finns, Lapps and Estonians do not seem a very poetical race, yet there is poetry even in their smoky tents, poetry surrounded with all the splendor of an arctic night, and fragrant with the perfumes of moss and wild flowers. Here is one of their leg ends:

"Wanna Issi had two servants, Koit and Ammarik, and he gave them a torch which Koit should light every morning, and Ammarik should extinguish in the evening. In order to reward their faithful services, Wanna Issi told them they might be man and wife, but they asked Wanna Issi that he would allow them to remain forever beside and bridegroom. Wanna Issi assented, and henceforth Koit handed the torch every evening to Ammarik, and Ammarik took it and extinguished it. Only during four weeks in summer they remain together at midnight; Koit hands the dying torch to Ammarik, but Ammarik does not let it die, but lights it again with her breath. Then their hands are stretched out, and their lips meet, and the blush of the face of Ammarik colors the midnight sky."

This myth requires hardly any commentary; yet, as long as it is impossible to explain the names, Wanna Issi, Koit and Ammarik, it might be said that the story was but a love-story, invented by an idle Lapp, or Finn, or Estonian. But what if Wanna Issi means, in their own language, the Old Father, and if Koit means the Dawn? Can we then doubt any longer that Ammarik must be the Gloaming, and that their meeting in the summer reflects those summer evenings when, particularly in the North, the torch of the sun seems never to die, and when the Gloaming is seen kissing the Dawn?

I wish I could tell you some more of these stories which have been gathered from all parts of the world, and which, though they may be pronounced childish and tedious by some critics, seem to me to glitter with the brightest dew of nature's own poetry, and to contain those very touches that make us feel akin, not only with Homer or Shakespeare, but even with Lapps and Finns, and Kaffirs. But my time draws to an end.

If people cannot bring themselves to believe in solar and celestial myths among the Hindus and Greeks, let them study the folk-lore of the Semitic and Turanian races. I know there is a part of some of our most distinguished scholars, the same objection against comparing Aryan to non-Aryan myths, as there is against any attempt to explain the features of Sanskrit or Greek by a reference to Finnish or Bask. In one sense that objection is well founded, for nothing would create greater confusion than to ignore the genealogical principle as the only safe one in a scientific classification of languages and of myths. We must first classify our myths and legends, as we classify our languages and dialects. We must first of all endeavor to explain what wants explanation in one member of a family by a reference to other members of the same family, before we allow ourselves to glance beyond. But there is in a comparative study of languages and myths not only a philological, but also a philosophical and more particularly, a psychological interest, and though even in this more general study of mankind, the frontiers of language and race ought never to disappear, yet they can no longer be allowed to narrow or intercept our view. How much the student of Aryan mythology and ethnology may gain for his own progress by allowing himself a wider survey over the traditions and customs of the whole human race, is best known to those who have studied the works of Klemm, Waitz, Bastien, Sir John Lubbock, Mr. Tylor and Dr. Callaway. What is prehistoric in language among the Aryan nations is frequently found, as still historic among Turanian races. The same applies

with regard to religions, myths, legends and customs. Among Finns and Lapps, among Zulus and Maoris, among Khonds and Karens, we sometimes find the most startling analogies to Aryan traditions, and we certainly learn, again and again, the importance of the fact that in language, as in mythology, there is nothing which has not originally a meaning, that every name of the gods and heres had a beginning, a purpose and a history. Jupiter was no more called Jupiter by accident, than the Polynesian *Mani*, the Samoyede *Nim* or the Chinese *Tien*. If we can discover the original meaning of these names, we have reached the first ground of their later growth. I do not say that we have solved the whole riddle of mythology if we can explain the first purpose of the mythological names, but I maintain that we have gained firm ground; I maintain that every true etymology gives us an historical fact, because the first giving of a name was an historical fact, and an historical fact of the greatest importance for the later development of ancient ideas. Think only of this one fact, which no one would now venture to doubt, that the supreme deity of the Greeks, the Romans, the Germans, is called by the same name as the supreme deity of the earliest Aryan settlers in India. Does not this one fact draw away the curtain from the dark ages of antiquity, and open before our eyes an horizon which we can hardly measure by years? The Greek *Zeus* is the same word as the Latin *Jupiter*, as the German *Tiu*; and all these were merely dialectic varieties of the Vedic *Dyaus*. Now *dyaus* in Sanskrit is the name of the sky, if used as a feminine; if used as a masculine, as it is still in the Veda, it is the sky as a man or as a god—it is *Zeus*, the father of gods and men. You know, of course, that the whole language of ancient India is but a sister dialect of Greek, Latin, of German, Celtic and Slavonic, and that if the Greek says *Zeus*, he is, if the Roman says *Jupiter*, the German *Tiu*, the Slavonic *Zeus*, the Hindu said three thousand years ago, *as-ti*, he is. This *as-ti* is a compound of a root *as*, to be, and the pronoun *ti*. The root meant originally to breathe, and dwindled down after a time to the meaning of to be. All this must have happened before a single Greek or German reached the shores of Europe, and before a single Brahman descended into the plains of India. At that distant time we must place the gradual growth of language and ideas, of a language which we are still speaking, of ideas which we are still thinking, and at the same time only can we explain the framing of those names which were the first attempts at grasping supernatural powers, which became in time the names of the deities of the ancient world, the heroes of mythology, the chief actors in many a legend, nay, some of which have survived in the nursery tales of our own time.

BLUNDERS OF WRITERS AND TYPOS.

The amusement afforded by ludicrous typographical errors will be inexhaustible while printers are fallible and editors write with abominable indifference to legibility. One of the most astonishing blunders of this kind was committed some years ago in an editorial in the *Bulletin*. The writer, who had cautioned his readers against "casting their pearls before swine," was amazed and grieved to perceive that the compositor had warned the public against "casting their pills before swine." This was corrected in the proof; but the reporter who declared of a certain new store that it had "sixty fancy windows," was even more indignant than the storekeeper when he saw in his paper the statement that the establishment contained "sixty faded windows." And then there was the poet in Munich, who sought to soothe the wounded feelings of a bereaved family by publishing in a local paper a poetical tribute to the deceased daughter, Emily, in which he declared that "we will hallow her grave with our tears." He was pursued next morning by Emily's exasperated father because the printers insisted that "we will hallow her grave with our steers."

The poets suffer most deeply. Nothing could be worse, for instance, than the misery of the bard who asserted in his copy that he "kissed her under the silent stars," only to find that the compositor compelled him to "kick her under the cellar stairs." A certain Jenkins also was the victim of an aggravated assault, because when, in his report of a wedding, he declared that "the bride was accompanied to the altar by eight bridesmaids," the types made it that "the bride was accompanied to the altar by eight bridesmaids." These things are peculiarly unpleasant when they occur in remarks upon death, as in the case of the editor who, while writing a sympathetic paragraph, observed that "Mr. Smith could hardly bear the loss of his wife," only to find that the printer had made it, "Mr. Smith could hardly bear such a boss of a wife."

But the printers do not make all the mistakes. We remember the laughter and comment provoked by the statement of a provincial reporter, who called the attention of the constable to the fact that "on Sunday last some twenty or thirty men collected in the hollow back of Thomas McGinnis, and engaged in fighting during the whole morning." Mr. McGinnis' back must have been unusually large.

During the Franco-Prussian war a great deal of fun was poked at a New Jersey editor who read in the cable despatches that "Bazaine has moved twenty kilometres out of Metz." He thereupon sat down and wrote an editorial, in which he said he was delighted to hear that all the

kilometres had been removed, and that the innocent people of Metz were no longer endangered by the presence of those devilish engines of war—sleeping upon a volcano as it were. And then he went on to describe some experiments made with kilometres in the Crimea, in which one of them exploded and blew a large out of water.

Another editor clipped from an exchange an obituary poem, which he sent to the composing room with some introductory remarks. He said: "We publish below a very touching production from the pen of Miss ——. It was written by her at the death-bed of her sainted mother, and it overflows with those expressions of filial affection which are the natural outgrowth of a pure, untutored genius that has developed beneath the sheltering influences of a mother's love. The reader will observe how each line glows with ardent affection and tenderest regret."

Somewhat in attaching this introduction to the poem, the editor turned up the wrong side of the clipping, and the consequence was that the editor's lines led the reader gently into an article upon "Hog Cholera in Tennessee." It was rumored that the relatives of Miss —— were seen prowling around the office the next day, armed with shot-guns, but this has not been traced to any reliable authority.

The Roll of Merit.

By a resolution of the Board of Education, passed April 19, 1871, this paper is especially designated to give monthly, under the above title, the name and residence of the best pupil in each class in every school in the City of New York, the information being furnished us through the Clerk of the Board by the several Principals. The official character thus given to the list makes it to all whose names appear therein an imperishable certificate, fairly and honorably earned, not only of good deportment, but of intelligence and the faithful discharge of duty. For the month of December the Roll stands as follows:

GRAMMAR SCHOOL No. 9.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand H. Henselmann, 183 Essex st.
Charles H. Henselmann, 183 Essex st.
Henry Kotsky, 243 Bowery
August Simon, 114 Stanton st.
Evelyn Clark, 120 Elizabeth st.
Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 20.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
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Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 21.
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GRAMMAR SCHOOL No. 22.
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Charles H. Henselmann, 183 Essex st.
Henry Kotsky, 243 Bowery
August Simon, 114 Stanton st.
Evelyn Clark, 120 Elizabeth st.
Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 41.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand H. Henselmann, 183 Essex st.
Charles H. Henselmann, 183 Essex st.
Henry Kotsky, 243 Bowery
August Simon, 114 Stanton st.
Evelyn Clark, 120 Elizabeth st.
Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 42.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand H. Henselmann, 183 Essex st.
Charles H. Henselmann, 183 Essex st.
Henry Kotsky, 243 Bowery
August Simon, 114 Stanton st.
Evelyn Clark, 120 Elizabeth st.
Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 43.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand H. Henselmann, 183 Essex st.
Charles H. Henselmann, 183 Essex st.
Henry Kotsky, 243 Bowery
August Simon, 114 Stanton st.
Evelyn Clark, 120 Elizabeth st.
Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 44.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand H. Henselmann, 183 Essex st.
Charles H. Henselmann, 183 Essex st.
Henry Kotsky, 243 Bowery
August Simon, 114 Stanton st.
Evelyn Clark, 120 Elizabeth st.
Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 45.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand H. Henselmann, 183 Essex st.
Charles H. Henselmann, 183 Essex st.
Henry Kotsky, 243 Bowery
August Simon, 114 Stanton st.
Evelyn Clark, 120 Elizabeth st.
Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 46.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand H. Henselmann, 183 Essex st.
Charles H. Henselmann, 183 Essex st.
Henry Kotsky, 243 Bowery
August Simon, 114 Stanton st.
Evelyn Clark, 120 Elizabeth st.
Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 47.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand H. Henselmann, 183 Essex st.
Charles H. Henselmann, 183 Essex st.
Henry Kotsky, 243 Bowery
August Simon, 114 Stanton st.
Evelyn Clark, 120 Elizabeth st.
Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 48.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand H. Henselmann, 183 Essex st.
Charles H. Henselmann, 183 Essex st.
Henry Kotsky, 243 Bowery
August Simon, 114 Stanton st.
Evelyn Clark, 120 Elizabeth st.
Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 49.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand H. Henselmann, 183 Essex st.
Charles H. Henselmann, 183 Essex st.
Henry Kotsky, 243 Bowery
August Simon, 114 Stanton st.
Evelyn Clark, 120 Elizabeth st.
Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 50.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand H. Henselmann, 183 Essex st.
Charles H. Henselmann, 183 Essex st.
Henry Kotsky, 243 Bowery
August Simon, 114 Stanton st.
Evelyn Clark, 120 Elizabeth st.
Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 51.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand H. Henselmann, 183 Essex st.
Charles H. Henselmann, 183 Essex st.
Henry Kotsky, 243 Bowery
August Simon, 114 Stanton st.
Evelyn Clark, 120 Elizabeth st.
Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 52.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand H. Henselmann, 183 Essex st.
Charles H. Henselmann, 183 Essex st.
Henry Kotsky, 243 Bowery
August Simon, 114 Stanton st.
Evelyn Clark, 120 Elizabeth st.
Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 53.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand H. Henselmann, 183 Essex st.
Charles H. Henselmann, 183 Essex st.
Henry Kotsky, 243 Bowery
August Simon, 114 Stanton st.
Evelyn Clark, 120 Elizabeth st.
Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 54.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand H. Henselmann, 183 Essex st.
Charles H. Henselmann, 183 Essex st.
Henry Kotsky, 243 Bowery
August Simon, 114 Stanton st.
Evelyn Clark, 120 Elizabeth st.
Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 55.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand H. Henselmann, 183 Essex st.
Charles H. Henselmann, 183 Essex st.
Henry Kotsky, 243 Bowery
August Simon, 114 Stanton st.
Evelyn Clark, 120 Elizabeth st.
Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 56.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand H. Henselmann, 183 Essex st.
Charles H. Henselmann, 183 Essex st.
Henry Kotsky, 243 Bowery
August Simon, 114 Stanton st.
Evelyn Clark, 120 Elizabeth st.
Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 57.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand H. Henselmann, 183 Essex st.
Charles H. Henselmann, 183 Essex st.
Henry Kotsky, 243 Bowery
August Simon, 114 Stanton st.
Evelyn Clark, 120 Elizabeth st.
Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 58.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand H. Henselmann, 183 Essex st.
Charles H. Henselmann, 183 Essex st.
Henry Kotsky, 243 Bowery
August Simon, 114 Stanton st.
Evelyn Clark, 120 Elizabeth st.
Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 59.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand H. Henselmann, 183 Essex st.
Charles H. Henselmann, 183 Essex st.
Henry Kotsky, 243 Bowery
August Simon, 114 Stanton st.
Evelyn Clark, 120 Elizabeth st.
Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 60.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand H. Henselmann, 183 Essex st.
Charles H. Henselmann, 183 Essex st.
Henry Kotsky, 243 Bowery
August Simon, 114 Stanton st.
Evelyn Clark, 120 Elizabeth st.
Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 61.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand H. Henselmann, 183 Essex st.
Charles H. Henselmann, 183 Essex st.
Henry Kotsky, 243 Bowery
August Simon, 114 Stanton st.
Evelyn Clark, 120 Elizabeth st.
Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 62.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand H. Henselmann, 183 Essex st.
Charles H. Henselmann, 183 Essex st.
Henry Kotsky, 243 Bowery
August Simon, 114 Stanton st.
Evelyn Clark, 120 Elizabeth st.
Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 63.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand H. Henselmann, 183 Essex st.
Charles H. Henselmann, 183 Essex st.
Henry Kotsky, 243 Bowery
August Simon, 114 Stanton st.
Evelyn Clark, 120 Elizabeth st.
Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 64.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand H. Henselmann, 183 Essex st.
Charles H. Henselmann, 183 Essex st.
Henry Kotsky, 243 Bowery
August Simon, 114 Stanton st.
Evelyn Clark, 120 Elizabeth st.
Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 65.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand H. Henselmann, 183 Essex st.
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Zachary Fletcher, 76 Stanton st.

GRAMMAR SCHOOL No. 66.
MALE DEPARTMENT.
Class 1. David Ochs, 212 E. Houston st.
Oscar L. Schwelke, 72 1st ave.
William H. Henselmann, 183 Essex st.
Frederick Henselmann, 183 Essex st.
Ferdinand

SPECIAL NOTICES.

We want a few extra copies of Nos. 1 and 4 of the JOURNAL for our files. A liberal price will be paid to any person for furnishing the same.

New School Books, Just Published.

Swinton's Word Analysis.

A Word Analysis of English derivational words, with practical exercises in spelling, analyzing, defining, synonyms, and the use of words. By Wm. Swinton, A. D. Professor of the English Language, University of California, and author of "Condensed History of United States," No. 129 pages. Price for examination, 25 cents.

The prominent points of this book are:

1. The clear and simple method of word analysis and definition.
2. The practical exercises in spelling, defining and the use of words in actual composition.
3. The adaptation of the manual, by its progressive character, to the needs of the several grades of public and private schools.

Cathcart's Youth's Speaker.

Selections in prose, poetry and dialogue, suited to the capacities of youth and intended for the exhibition day requirements of common schools and academies with many new and original pieces. By George H. Cathcart, M. A. 120 pages; Cloth. Price for examination, 75 cents.

The prominent points of this book are:

1. The selections are suitable to the exhibition day requirements of common schools and academies.
2. They are adapted to the understanding of the younger pupils.
3. As far as practicable, only pieces that are fresh and that have not heretofore been used in a book of this kind are presented.

Robinson's Examples.

Arithmetical Examples, Mental and Written; with numerous tables of measures, weights, measures, etc., designed for review and test exercises. By D. W. Pratt, A. M. Cloth; 282 pages. Price for examination, 75 cents.

This work covers the whole ground of arithmetic and can be used in connection with any series or other text-book on the subject.

Single copies of any of the above, if required for examination with a view of introduction, will be forwarded by mail on receipt of approved price.

IVISON, BLACKMAN, TAYLOR & CO., Publishers.
Nos. 120 and 140 Grand street, New York.
No. 723 West Randolph street, Chicago.

College of the City of New York.

PROGRAMME OF EXAMINATION-1872.

Nine o'clock A. M. to Twelve M.—Half-past Twelve P. M.

MONDAY, January 20.

Senior class, room 12—Subject, Spherical Astronomy; Examiner, Prof. Compton.
Junior class, room 12—Subject, Physics; Examiner, Prof. Doremus.
Sophomore class, drawing room—Subject, Calculus; Examiner, Prof. Doremus.
Sophomore class, room 12—Subject, Metaphysics; Examiner, Prof. Doremus.
Freshman class, drawing room—Subject, English Synonyms; Examiner, Prof. Barton, Tutor Fisher; Tutor assigned, Morison.
Freshman class, drawing room—Subject, English Synonyms; Examiner, Prof. Barton, Tutor Fisher; Tutor assigned, Morison.
Introductory class, Int. department—Subject, French, Latin, German; Examiners, Tutors Fabrega, Tinsall, Roberts, Fiston, Hutton, Dodge, Knox, Sim, Abbe, Walworth, Dougherty, Lydecker.

TUESDAY, January 21.

Senior class, room 12—Subject, French, Spanish, German, Latin; Examiners, Prof. Roemer, Morais, Herbermann; Tutor assigned, Tinsall.
Junior class, room 12—Subject, Metaphysics; Examiner, Prof. Doremus.
Sophomore class, drawing room—Subject, English Synonyms; Examiner, Prof. Barton, Tutor Fisher; Tutor assigned, Morison.
Freshman class, drawing room—Subject, English Synonyms; Examiner, Prof. Barton, Tutor Fisher; Tutor assigned, Morison.
Introductory class, Int. department—Subject, French, Latin, German; Examiners, Tutors Fabrega, Tinsall, Roberts, Fiston, Hutton, Dodge, Knox, Sim, Abbe, Walworth, Dougherty, Lydecker.

THURSDAY, February 1.

Senior class, room 12—Subject, Chemistry; Examiner, Prof. Doremus.
Junior class, room 12—Subject, Analytical Mechanics; Examiner, Prof. Compton.
Sophomore class, drawing room—Subject, French, Spanish, German, Latin, Greek; Examiners, Prof. Roemer, Morais, Herbermann, Spencer, Tutor Fabrega; Tutor assigned, Sheldon, Godwin, Roberts.
Freshman class, chapel—Subject, Descriptive Geometry; Examiners, Prof. Roemer, Tutors Woolf, Knox.
Introductory class, Int. department—Subject, English; Examiners, Tutors Fisher, Burnett, Abbe, Dougherty; Tutor assigned, Fiston, Sim, McGuckin, Hutton, Lydecker.

FRIDAY, February 2.

Senior class, room 12—Subject, International Law; Examiner, Prof. Hunsman; Tutor assigned, Morison.
Junior class, room 12—Subject, English Literature; Examiner, Prof. Barton; Tutor assigned, Fisher.
Sophomore class, drawing room—Subject, Drawing; Examiner, Prof. Roemer; Tutor assigned, Woolf, Knox.
Freshman class, chapel—Subject, French, Spanish, German, Latin, Greek; Examiners, Prof. Roemer, Morais, Herbermann, Spencer, Tutor Fabrega; Tutor assigned, Sheldon, Godwin, Roberts.
Introductory class, Int. department—Subject, Algebra and Commercial Arithmetic; Examiners, Tutors Fiston, Sim, McGuckin, Lydecker; Tutors assigned, Fiston, Abbe, Walworth, Hutton, Dougherty.

MONDAY, February 3.

Junior class, room 12—Subject, Spanish, Latin, Greek, German, French; Examiners, Prof. Roemer, Morais, Herbermann, Spencer, Tutor Fabrega; Tutor assigned, Sheldon, Godwin, Roberts.
Introductory class, Int. department—Subject, Bookkeeping and Photography; Examiner, Tutor Walworth; Tutor assigned, Tinsall, McGuckin, Hutton.

To enable the instructor in Bookkeeping and Photography to hand in his articles by Monday, February 5, the examination in that subject will take place Wednesday, January 31.
The Junior Exhibition will take place on Friday, February 2.

ALEX. S. WEBB, President.

Sealed Proposals will be received by the School Trustees of the Righteously Ward at the office of the Clerk of the Department of Public Instruction, corner of Grand and Elm streets, until Tuesday, the 20th day of February, 1872, and until 2 o'clock P. M. on said day, for the erection of a new School-house on the lots known as Nos. 411, 413 and 415 East Sixteenth street, near First Avenue. Plans and specifications can be seen at the office of the Superintendent of Buildings and Repairs, No. 146 Grand street, third floor. Proposals must state the estimate for each branch of the work separately, and be endorsed "Proposal for Mason Work," "Proposal for Carpenter Work," "Proposal for Painting," "Two responsible and approved sureties will be required from each successful bidder. Proposals will not be considered unless sureties are named. The Trustees reserve the right to reject any or all of the proposals offered.

JOHN N. HAYWARD,
LEWIS J. KELLY,
PREFECTS OF THE BOARD.
JOHN M. CARROLL,
Board of School Trustees,
Righteously Ward.

The Vice-Principals of the Male Grammar Departments are requested to meet at the Grammar School No. 3, on Thursday next, the 8th inst., at 4 P. M. Subject of vital importance.

G. D. HENDERSON, Postmaster.

Post Office Notice.—The Mails for Europe during week ending Saturday, February 10, 1872, will close at this office on Tuesday at 11 A. M. on Wednesday at 11:30 A. M. and on Saturday at 4 A. M.

SPECIAL NOTICES.

The Executive Committee of the Public School Teachers' Association desire to express their regrets to the members thereof for the postponement of the regular monthly meeting in January on account of their inability to obtain a suitable hall. The next meeting will be held the last week in February, due notice of which will be given in the Journal. One of the best halls in the city will be obtained, and a programme of unusual interest provided.

P. G. DUFFY, Ch. Ex. Com.

KATHERINE W. WHITE, Sec. Ex. Com.

A Meeting of the Executive Committee of the Public School Teachers' Association will be held in G. S. No. 8 on Monday, the 19th inst., at 7 P. M. Subject for discussion: The Revision of the Constitution. In future all members of the Association are requested to attend the meetings of this Committee, and take an active part in its deliberations.

P. G. DUFFY, Ch. Com.

KATHERINE W. WHITE, Sec. Ex. Com.

Official.

DEPARTMENT OF PUBLIC INSTRUCTION.—The pay rolls for December are to be returned immediately. The January pay rolls must be in the Clerk's office as soon after the 1st of February as possible.

L. D. KIRKMAN, Clerk.

New York School Journal.

Office, 119 Nassau Street.

SUBSCRIPTION, \$2 50 per year, in advance.

GEORGE H. STOUT, Proprietors and
JOHN D. COUGHLIN, Editors.

NEW YORK, FEBRUARY 3, 1872.

ESTIMATE FOR 1872.

In reply to the circular of Comptroller Green, the Board of Public Instruction has submitted a statement setting forth that for the purposes of public education they will require for the year 1872 the sum of \$2,787,100. The estimate is as follows:

ESTIMATE FOR 1872.	
For salaries, teachers in Ward schools.....	\$1,690,000
For salaries, teachers in Normal College and School.....	60,000
For salaries, teachers in Evening schools.....	100,000
For salaries, teachers in Colored schools.....	40,000
For salaries, janitors in Ward and Primary schools.....	105,000
For salaries, Superintendents, Clerks, Architect, Visiting Physician, Engineer, Superintendent of Buildings, Counsel to the Board, Janitors, etc.....	76,000
For salaries, Janitor in Normal College and School.....	3,000
For books, maps, slates and stationery, for Ward and Primary schools.....	\$2,074,000
For same for Normal College and School.....	140,000
For same for Evening schools.....	12,000
For same for Colored schools.....	10,000
For rent of school premises.....	\$164,100
For corporate schools, apportionment by the State from School Fund (about).....	86,000
For fuel for all the schools.....	88,000
For gas for all the schools.....	20,000
For apparatus, stationery, printing, etc., for Normal College and Schools, Evening Schools and Colored Schools.....	14,000
For printing and binding reports, documents, minutes and blanks for the Board, and for the Trustees, Teachers and pupils, advertising for proposals for stationery and blank books, fuel and gas for the Board, and for legal expenses, postage and revenue stamps, labor, etc.....	40,000
For furnishing, fitting up, altering, enlarging and repairing the buildings and premises under their charge; for the support of the schools which shall have been organized since the last annual meeting of the Board, and for such further sum or sums as may be necessary for the purposes authorized by this act.....	251,000

Making the total amount asked for, \$2,787,100. The Board, at the same time, called the attention of the Comptroller to the fact that this amount falls short some \$769,579 85 of the sum they are entitled to, as may be seen by the following figures:

Amount from the State for 1871.....	\$443,347 50
Equal amount from City and County.....	443,347 50
1-2 of one per cent. on the taxable property of the City and County of New York, \$1,075,349,473.....	538,194 73
Ten dollars per capita on the whole number taught, as per official reports on file, during the year ending Oct. 1, 1871, viz.: Ward Schools.....137,033 Evening Schools.....21,561 Normal College.....1,000 and Schools.....9,551 Colored Schools.....2,061	
Total pupils.....213,306. At \$10 per capita.....	\$2,133,060
Total amount.....	\$2,566,619 83

The Department of Public Instruction is, we believe, the only branch of our city government that even pretends to get through a year without spending not only all the money they are entitled to by law, but considerable more, which usually is allowed to accumulate in claims against the city only to be got rid of by legislation at Albany. Since the present Board has been in existence they have saved to the taxpayers some \$2,000,000, and, not satisfied with

this, they now propose to save for the present year something over \$700,000. This is certainly a magnificent record, and as a result of its being made public in these columns we expect to hear, next week, of a committee of citizens, entirely made up of all the tax-payers in the city, going to Albany to not only insist upon the Legislature leaving the present Board alone, but to ask that some of its members be vested with authority to run the machinery of our whole city government for a few years, until, financially and figuratively speaking, we can once more get upon our feet. Should the Committee of Seventy do likewise and make similar overtures to some of our School Commissioners, we promise not to be astonished in the least. Two millions saved by a single department during years when everybody else connected with our city government appears to have been stealing all they could lay hold of! Seven hundred thousand to be saved during a year when the new masters of our city government are running matters as if they believed in bolstering up "reform" by starving everybody who commits the crime of working for the city in any capacity! The reformers surely cannot find fault with that. Not so with the teachers, however. They can and will find fault with it, because this two millions they feel should have been spent in increasing their salaries. Without stopping to defend their claim to this money, let us look where this leads us to. It leads to the presumption that if anybody is justified in asking a change in the present school board, it certainly is not the taxpayer whose money has been saved by it, but the teacher who failed to get from it a valuable consideration for his services. The way to remedy all this is plain enough. If the legislature desires to befriend the teachers, let it enact a law empowering the present Board of Commissioners to increase their salaries. To simply enact a law changing the Commissioners would not help the teachers any, while it might injure the taxpayers.

THE QUESTION OF PRESENTS IN THE SCHOOLS.

We have received requests from several quarters to say a few words on the rule of the Department of Instruction in relation to presents. Section 43, page 87, of the Manual for 1870, runs as follows:

No teacher shall make or contribute to any gift to a school officer or superintendent; nor shall money or other things be in any case collected or taken from a pupil for the purpose of presenting a gift or testimonial to a teacher, school officer or superintendent, or for any other purpose, unless the same shall be for the sole benefit of the pupils and previously sanctioned by the proper Board of Trustees, or by this Board.

This rule was adopted a good many years ago, after considerable debate, as a remedy for alleged improprieties in several schools in the matter of collections for present-making. To such a length had these improprieties reached in some of the schools, that the pupils were ordered to bring to their class-teachers not less than a certain specified amount, and in not a few cases were sent home for this when they neglected to bring it.

When the rule was passed, it was supposed that the whole difficulty was met, at least so far as the pupils were concerned, when subscriptions were forbidden among them. Of course, if these were prevented, there could be no class or school presents to principals or assistants.

For some time this rule was, as we learn, very generally observed; but, like many old rules, it has perhaps grown a little obsolete. Class collections, we are told, have been from time to time made, with the knowledge of the teachers, and presents purchased from the proceeds have been made and accepted.

Now at first sight there does not appear anything so very serious in a class uniting their contributions for a present to their teacher. As a mere evidence of the respect of the class, it seems not out of the way. The amount that each pupil gives is not large, although the gross sum may be considerable, and it may be said that it is no one's business, so long as the pupils are pleased to do it. At the first glance we thought so ourselves. But on further consideration, after conversing with a number of experienced principals, we are led to the conclusion that present-making in the public school system ought to be carefully guarded against.

We deem the existing rule deficient. It says that "no teacher shall make or contribute toward any gift to a school officer

or superintendent; nor shall money or other things be, in any case, collected or taken from a pupil for the purpose of presenting a gift or testimonial to a teacher, school officer or superintendent." This does not prevent a school teacher or superintendent or teacher from receiving any gift. The whole weight of the rule, as we read it, appears to lie on those who contribute, not on those who receive. Now in our view, if it be wrong to make the present, it is equally wrong to receive it, and we do not see how the teachers can be entirely relieved from doubt as to their duty under the rule until it is made more definite on this point.

There is another part of the above quotation from the rule which appears to us defective—that relating to the collections from pupils. "Neither money nor other things shall be collected or taken from a pupil." By whom? By another pupil or by the teacher? Supposing that one or more of the older pupils undertake to make the collection, does the rule forbid this? The supposition is that this part of the rule was intended to forbid the teacher from interfering in any collection. In several schools they had done this, as we are advised, before the passage of the rule, and urged the pupils to contribute. But if we understand the letter of the rule, collections may be taken by the pupils among themselves, and so long as the teacher does not interfere in any way, particularly by "collection" or "taking," the law is kept.

The only course to be pursued with reference to present-making is either to have no rule on the subject, or to order that no present shall be received by a school officer, superintendent, or teacher, from teachers or pupils. There does not appear to be any middle course; and we incline, for many reasons which we need not here enumerate, but which will readily occur to most of our readers, to the latter method. If coupled with such a rule there was an order that it should be read, at least one month before the Christmas holidays, in the presence of every school, it would save the teachers from the annoyance of refusal and much disappointment to the pupils.

In conclusion, we wish to say that it is very far from our purpose to give the impression that there has been any serious abuses in the matter we have been considering, or that they have spread to any great extent; but we have heard enough to satisfy us that the existing rule ought to be revised, if the Department of Public Instruction desires to prevent the reception of gifts from teachers or pupils by school officers, superintendents, or teachers.

THE TEACHERS' ASSOCIATION.

For the information of several correspondents who have recently written us on the subject, we herewith publish in full the constitution and by-laws of the New York Public School Teachers' Association:

CONSTITUTION.

PREAMBLE.—Whereas, experience has shown that united action is always more successful than individual effort, we, the teachers of the City of New York in the employment of the Department of Public Instruction, agree to form a society for our mutual improvement, and, for the better government thereof, do ordain the following Constitution and By-Laws:

ARTICLE I. The title of this association shall be "The Public School Teachers' Association of the City of New York."

And its objects shall be literary and social culture.

ART. II. Any teacher employed by the Department of Public Instruction of the City of New York may become a member of this association by signing the Constitution and paying an initiation fee of one dollar. Honorary members may be elected as customary in such societies, and the members of the Department of Public Instruction, the City Superintendents of Common Schools shall be ex-officio honorary members of this association; but such members shall not be liable to contribution or dues to this society.

ART. III. The officers of this association shall consist of a President, two Vice-Presidents, Recording Secretary, Corresponding Secretary, Financial Secretary, Treasurer, Librarian and an Editor, who shall be elected at the last regular meeting in May. The said officers shall hold their offices until their successors are elected, and their powers and duties shall be similar to those of like officers in like associations.

ART. IV. Any article of this Constitution may be altered, amended or abolished, at any regular meeting, by a two-thirds vote of the members present; provided that written notice of said alteration, amendment or repeal shall have been given at a previous regular meeting.

BY-LAWS.

ARTICLE 1. This society shall meet on the last Monday in each month, when the schools are in session.

ART. 2. The President shall conduct all the proceedings of this association according to generally accepted parliamentary law, and shall preside at all meetings.

ART. 3. The annual dues of this society shall be one dollar, and no member shall be entitled to vote who is more than one year in arrears for dues.

ART. 4. There shall be appointed by the president, as soon after his election as may be convenient, the following standing committees, to consist of five members each, namely, on finance, on lectures, on library, on printing, on by-laws, on visitors and on general exercise, who shall perform such duties and take charge of such business as may be referred to them by a vote of the association.

ART. 5. There shall also be appointed an executive committee of two members from each ward, whose duty it shall be to co-operate with the president, on library, on printing, on by-laws, on visitors and on general exercise, who shall perform such duties and take charge of such business as may be referred to them by a vote of the association, giving receipts therefor, which receipts shall con-

stitute certificates of membership. They shall promptly forward all funds in their hands belonging to this association to the treasurer thereof, through the financial secretary. They shall keep copies of the constitution for signature, and transmit the lists of membership to the secretary, when desired. They shall use all their influence to prevail upon the teachers in their respective wards to join the association, and perform in general all the duties devolving upon this most important committee.

ART. 6. The literary exercises of this society shall be such as are common to associations of this kind, but there shall always be a subject for general discussion, to be announced at a preceding meeting.

ART. 7. This society shall not hold its meetings later than 6 P. M. without a two-thirds vote of the members present.

ART. 8. Literary exercises in general shall be confined to ten minutes, and no person shall occupy the floor in discussion more than five minutes, or speak twice upon the same question, until all desiring to speak shall have had an opportunity.

ART. 9. The New York School Journal of the City of New York shall be the official organ of this association, and the Secretary shall cause notice of all meetings to be published therein.

ART. 10. Order of business: Reading the minutes of last meeting. Reports of standing committees. Reports of special committees. Communications. Unfinished business. New business. Recess. Literary exercises. Addresses. Discussion. Adjournment.

ART. 11. It shall be the duty of the society at its regular meeting in May, to elect three delegates to represent them in the Teachers' Convention, both of the State and the United States.

ART. 12. Any article of these by-laws may be suspended or amended by a two-thirds vote of the members present, but they cannot be altered, amended or abolished except in the manner provided for changing the constitution.

A HUMBBUG NAILED.

There are a few needy Bohemians in Yellow Springs, Ohio, who, under the high-sounding title of "The Great Western Literary Bureau," send circulars to colleges in all parts of the country, offering to sell to anybody in search of such things "essays, lectures, orations, sermons, etc." Unfortunately for them they recently sent some of these to the students of our New York College, whose answer we herewith annex:

COLLEGE OF THE CITY OF NEW YORK,
Dec. 22, 1871.

Whereas, Certain circulars, purporting to come from a so-called "Great Western Literary Bureau," announcing that orations, essays and other productions of that nature were always on hand, and could be delivered at short notice, have been sent by mail to several of the students of the College of the City of New York; and

Whereas, The greater number of said students are members of the class of '73, be it therefore

Resolved, That the class, as a body, considers itself insulted by the person or persons who sent these notices, as implying that any of its members would be capable of making use of such an opportunity as is offered by them; and that in order to show the contempt with which it looks upon any such advances, a set of resolutions be drawn up expressing the sentiment of the class. Be it also

Resolved, That a copy of the above resolutions be sent to the "Great Western Literary Bureau," Yellow Springs, Ohio.

C. P. FAGAN, Chairman.
L. LEWIS, Secretary.
B. EUGENE IONY,
Committee on Resolutions.

GENERAL GORDON, late of the Rebel army, has turned school-book agent, like a sensible man, and writes a long letter to a Southern paper which sounds very like a prayer-meeting exhortation we once heard of. "I tell you," said Deacon Poundtext, "that there is a God as certain as wheat flour of the best brand may be bought at my store for ten dollars per barrel." Says the General to his Southern friends: "If you would have your children properly educated, their youthful minds bent in the proper direction, and would remove from our schools Northern school books which are so distasteful to us, then use the books for which I am sole agent in the South." But for the well-known respectability of the house he represents, such cant, we are inclined to think, would have a damaging effect and rather retard the sale of its books.

The resolutions passed at a recent meeting of the Board of Public Instruction, acknowledging the valuable services of Mr. Bell, and expressing the regrets of his fellow-Commissioners on his withdrawal from the Board, have been handsomely engrossed and framed, and are now at the hall in Grand street.

We have been shown a specimen of an improved copy book, the invention of N. P. Beers, Principal of Grammar School No. 15 in this City. Instead of having the copy sheets bound together in the old form, Mr. Beers puts the sheets unstitched into a large envelope which serves the double purpose of keeping them together and protecting them from being soiled. His directions for using them are as follows:

"When the exposed portion of the first sheet is filled, draw it up out of the envelope cover so as to expose one or more lines of the unwritten portion. Reverse

the sheet, return it to its original place in the envelope and proceed as before. When the first sheet is filled on both sides, place it under the unwritten sheets, by which simple process you will have throughout the entire book a uniform thickness of paper and an even support for the writing hand. The pen, after being carefully wiped, may be kept along with the trial and blotting paper in the envelope."

Mrs. COLT, the widow of Col. Colt of revolver fame, is building a \$60,000 schoolhouse in which to educate the children of artisans engaged in her factories. Following in the footsteps of her husband, she believes in "teaching the young idea how to shoot."

HARVARD may hereafter be numbered among the "mixed" colleges. They have Mrs. Grundy there.

News from the Schools.

COLLEGE OF THE CITY OF NEW YORK.—The semi-annual examination of the students of the College of the City of New York began on Monday last, and was continued during the week.

All the students were examined in the various subjects which they had studied during the past term, and the knowledge evinced by them showed that they had pursued their studies conscientiously. The scope of the examination was wider than has usually been the custom, embracing, among other new subjects, that of phonography, which was introduced at the beginning of the term, under the instruction of Mr. Walworth, a well known practical phonographer, and which has been studied so successfully that the students expect to finish the course in this branch at the end of the next term. In all the branches the examination was very thorough and the results very satisfactory. Examinations are naturally dry and tedious to uninterested parties, and it would be useless to give a detailed account of the examination in each subject, even if our space would permit. The general result, when all the returns have been carefully examined, will show the progress the individual students have made, and also whether the students, as a whole, have advanced in equal ratio to former years.

All returns of the examination of the students conducted during the week are required to be in the hands of the Secretary on Monday next; the Faculty are to act upon these reports at their meeting on Wednesday morning, Feb. 7, and the results of the examinations will be announced to the students on the following day.

The second term of the collegiate year begins on the 12th inst., and the time from the close of the examination to this date will be allowed as a sort of vacation for the students to recuperate after the rigid trial they have had to pass through.

TEACHERS' ASSOCIATION.—The regular meeting of the New York Teachers' Association was not held last week, in consequence of the failure of the committee in its efforts to secure an appropriate and suitable meeting hall. As soon as a hall can be procured due notice of the time of meeting will be published in the JOURNAL. A call for the Executive Committee, published in our advertising columns to-day, fixes the day of meeting for Monday, the 12th inst.

The Male Principals' Association of this city held their annual meeting in Grammar School No. 8 on Tuesday afternoon of last week. There was an unusually large attendance of members, and the business transacted was of great interest to the profession. For the coming year, the following officers were elected: President, Samuel D. Allison, Grammar School No. 7; Vice-President, Wilbur F. Hudson, Grammar School No. 18; Secretary, B. D. L. Southernland, Grammar School No. 3; Treasurer, J. Elias Whitehead, Grammar School No. 38.

D. APPLETON & Co. will supply to Public Schools, through the New York Board of Education, the following school books:

Arithmetic—Quackenbos' Primary, Mental, Elementary, Practical and Key; Ray's Primary, Second, Intellectual, First, Examples with Answers, Rudiments, Third Practical, Higher. Book-keeping—Ellsworth's Single Entry and Double Entry Blanks. Botany—Youmans's. German Grammar—Ains, Wages and Key. Geography—Cornell's First Steps, Primary, Intermediate, Physical, Grammar School, Outline Maps and Key; Eclectic, No. 3; Warren's Physical. United States History—Quackenbos' Elementary, United States, 12mo. Anatomy—Cutter's Analytical. Gleasons from the Poets. Readers—Potters' Manual of Reading, Sargent's series, part 2, from No. 1 to 5 inclusive. Table Books—Bulfinch's. Zoology—Nicholson's. Chambers's A-trology. Appleton's Cyclopaedia of Biography. Appleton's New American Cyclopaedia. Brewer's Familiar Things. Alden's Natural Speaker. Adler's German Dictionary, abridged. Alder's German Dictionary, octavo. Bible, octavo, sheep. Brown's Grammar of English Grammars. Blodgett's Climatology United States. Collier's English Literature. Crabbe's Synonymus. Dana's Min-ralogy. Ellsworth's Text-Book Penmanship. Johnson Chemistry. Every Day Life, 2 vols. Leverett's Latin

Lexicon. Lempiere's Classical Dictionary. Lippincott's Gazetteer. Mitchell's Popular Astronomy. Geology—Nicholson's. Randall's Popular Education. Samson's Art Criticism, abridged. Spier's and Serroucine's French Dictionary, 8mo. Spencer's Education—Social Statistics, Illustrated Progress, Essays. Spalding's English Literature. Tenney's Grammatical Analysis. The Universe, by Pouchet. The Students History of France, Greece, Rome. The Students Queens of England, Gibbon, Hume. Webster's Dictionary, 4to. Chalk Crayons. Pens—Esterbrook's school pens; Gillott's 351, 404; Harrison's 16, 333; Leman's 024, 027, 311, 653, 737, 804, 913, 1005, 1117; Spencerian school pens; Williams' pens, 1 and 2.

GRAMMAR SCHOOL No. 4.—The Board of School Trustees of the Thirteenth Ward will present semi-annual certificates to deserving pupils of this school, on Thursday, February 8, commencing at 104 A. M., in the Male Department. There will be reading and singing by the classes in German.

The public evening schools of this city will close on the 15th of February.

THE WESTCHESTER SCHOOL DIFFICULTY.—The janitress of School No. 3, in Morrisania, having preferred charges against Mr. J. B. Moore, the principal of the school, in which she accused him of inebriety and indecency, the Board of Trustees made an investigation of the matter, and on Thursday last they communicated to us the following as the result of their deliberations:

At a special meeting of the Board of Education of the town of Morrisania, held on the 31st day of January, 1873, for the purpose of investigating the charges preferred against John B. Moore, Principal of School No. 3 of that town, by the janitress thereof, the following resolutions were unanimously adopted after fully investigating all the charges preferred, viz.: Resolved, That it is the opinion of this Board that the charges preferred against Mr. Moore are wantonly false and maliciously untrue.

Resolved, That the charges aforesaid be dismissed, and that these resolutions be published in the public press, to the end that justice may be done to the parties charged, and to the good name of our schools; and that the janitress be suspended until the next regular meeting of the Board, when further action will be taken in her case.

T. MASON OLIVER, President.
THOMAS W. TIMPSON.
SAMUEL R. DAVIS.
EDWARD KIRK, Jr.
JAS. M. STEWART.
ROBT. McPHARLAN.
JOHN F. LAMIGAN, Secretary.

The Library.

HISTORY OF THE GREAT FIRES IN CHICAGO AND THE WEST, with an Account of the Rise and Progress of Chicago, the "Young Giant." To which is appended a Record of the Great Fires in the Past. By Rev. E. J. Goodspeed, D. D., of Chicago. Published by the Goodspeeds, at New York, Chicago, Cincinnati, St. Louis and New Orleans. D. L. Guernsey, Concord, N. H.; Schuyler Smith, London, and Preston, Ontario; and F. Dewing, San Francisco.

In this most interesting and beautifully illustrated book of 600 pages Dr. Goodspeed has given a full and graphic history of the great fire that recently swept away the greater part of a magnificent city, and like the touch of the magician of the hourglass, volatilized its life and glare and gleam and beauty into a vision of the past. He goes minutely, too, into the story of the Northwestern Fire, giving, among all the horrid details of a most horrid conflagration, many a vivid picture of human life in its various phases under the blood-curdling circumstances surrounding the victims of the cruel calamity. A large portion of the book is taken up, of course, with descriptions of the fire in its many stages, and with sketches of the prominent Chicagoans whose wealth was swept away in that awful storm; but the following extract will show that the author does not confine himself to mere details. In speaking of the origin of the fire, of incendiaries, and of kindred subjects, he says (p. 215):

"The crowning evil of all times of tumult and disaster is suspicion. We cannot burn witches now, nor tear out the tongues of Jews for imaginary crimes. But we can shoot old women for pumping petroleum if we are Parisians, and we can resurrect them in back alleys if we live in Chicago. That famous Southwestern verdict which attributed a suicide to 'accident, incidence, and the acts of the incendiary,' seems to have possessed the Chicago fancy; and though they do not positively hang or shoot their petroleum population, they say they do in their newspapers, and occasionally seize a shivering vagabond whom they find skulking on the sunny side of a barn, and drag him before General Sheridan for trial. Luckily this sagacious soldier has a cool head and an honest judgment, and insists on better evidence than poverty and dirt to hang a man, and the consequence is that not one case of incendiarism has been shown at headquarters. There have been two or three fires in regard to which the cry of incendiarism was promptly raised, but investigation at once made evident their accidental character. This general suspicion, however, has resulted in the establishment of an institu-

tion which is altogether laudable as long as the embers of the conflagration remain alive. A patrol of citizens has been formed in every block, and they all do sentry duty at stated hours. Every man out at night without cause finds it a little inconvenient to give repeated accounts of himself, and this of itself is promotive of the domestic virtues. The rule is certainly admirable in its application to that portion of the twilight population which always comes to the surface at such hours. In the day-time you may see them slouching about Wabash avenue, where their rascal faces and hang-dog air are never seen in ordinary times. It would certainly not be prudent to give the city up to them, and so at night they are kept in their own haunts.

SCHOOLS AND SCHOOLMASTERS. From the writings of Charles Dickens. Edited by T. J. Chapman, M. A. A. S. Barnes & Company, New York and Chicago.

Some time since Commissioner Wood made a characteristic speech to the Board of Public Instruction in this city, criticizing closely the reading books in use in our schools and advocating the use, in their stead, of such story books as "Robinson Crusoe" or Washington Irving's works. His idea was to put into the hands of pupils books which would interest and instruct at the same time, and nobody will say that his idea was not a good one, well worthy of being carried out. This idea is caught up and faithfully carried out by the compiler of the work before us—although it is barely possible he may never have heard of Mr. Wood's suggestions. His selections could not have been taken from a better source, nor could they have been made with better judgment. They are from Dotheboys Hall, the school at Dr. Blimber's, the school at Slem House and the school at Dr. Strong's. Mr. Chapman lays no claim to having prepared this book with a view of introducing it as a school reader, but we nevertheless think it might be so used and be found far preferable to many of the readers now in use.

THE TRIBUNE ALMANAC for 1873 has found its way to our table, where it shall remain until replaced by its brother next year. Its presence there giving us a confidence on matters political and statistical which fully compensates for the numerous broils it gets us in with people who want to borrow it. As in years past it contains political and statistical information which everybody frequently wants to know, without always knowing exactly where to look for it, which, having taken a year's careful work on the part of the compiler, Mr. John F. Cleveland, to collect, is as reliable as care, accuracy and good judgment can make it, and which renders the book invaluable to all and a necessity in every man's office and library. Somebody whose name we have forgotten said, years ago, that he desired no larger library than was formed by a copy of the Bible and the works of Shakespeare. He was a man of taste, and did he live to-day, we will stake our reputation for veracity on it, he would add to his model library a Tribune Almanac and then die, believing that perfection had been reached.

EDUCATION ELSEWHERE.

FOREIGN NOTES.

The Chinese government have decided to educate a portion of the young men of China in the language and laws of this country and in the manners and customs of the people. An appropriation of \$1,500,000 has been made to meet the expenses necessary to be incurred in the next ten years. A Chinese gentleman, Mr. Yung Wing, who was educated in Yale College, has been engaged to take charge of thirty of these young men to the United States. They are designed to become students of this University, and will probably enter Yale College, following the course of Mr. Yung Wing. Each year this number is to be increased by the addition of thirty new students.

The Minister of Education in Prussia has drawn up three bills of educational reform, which are shortly to be laid before the Council of State. The first provides for the establishment of training schools for teachers, the second for the improvement of imperial colleges, and the third for the establishment of schools of science.

Russia is likely before long to afford to women educational advantages equal to those of Western Europe. For some years the lectures at the University of St. Petersburg were open to the public, and a great many women attended them. But the University was remodelled, and under the new regulations women were excluded, except from the medical lectures, which faculty forms a separate academy, independent of the University. Recently, however, a large number of women have written to the University authorities requesting to be allowed to attend the other courses of lectures, especially in philology and natural sciences, and it is thought that their request will not be refused.

THE BUTLER HEALTH LIFT.—No class in our community so much require a systematic means of daily physical exercise as do the teachers in our public and private schools. Their occupation is largely sedentary, and wholly confining. As a rule, their moderate incomes will not allow them to keep a horse, or patronize regularly any of the sources from which the wealthy classes may derive development and exercise for the body.

Our lady teachers, particularly, are suffering from—who can tell how many ailments of body, brain and mind, which result entirely from a lack of that sys-

tematic culture and use of the physical system which is no less important than the mental training which they bestow upon their pupils. How many backaches, headaches, neuralgias, and nervous prostrations are due to this fatal lack of proper exercise, which should be as accessible to all as food and pure air. But, we think we hear some one object, I am weary enough with the labor of the day; I have neither time nor strength for the expense of more vitality in the exhaustion of exercise. Just here is the great value of the system of exercise which we desire to commend to teachers.

The Butler Health Lift does not exhaust the weary body, nor the tired brain. It invigorates them; gives the system new buoyancy and life; rests instead of exhausting the frame. Such is the testimony of many of the most eminent physicians of New York.

Abundant testimony is also given as to its curative effects in a large class of chronic maladies, such as dyspepsia, catarrh, nervousness and neuralgia. But the fact that in fifteen or twenty minutes every teacher can obtain by this method sufficient physical exercise, with renewed vigor of body and mind, is sufficient to demand for it their most urgent attention. The proprietors of this system in New York and Brooklyn, Messrs Lewis G. Jones & Co., whose card we publish elsewhere, at their establishments at 830, 846, 214 and 120 Broadway, N. Y., and 135 Remsen street, Brooklyn, N. Y., offer the most favorable terms to teachers, making for them a considerable reduction in their rates, or for only \$50 every teacher can purchase one of the apparatus for his own use at his room, and have no further excuse for brainweariness or backaches.

GENERAL INFORMATION.

WHY EVERY LADY CAN HAVE A SEWING MACHINE.—"I cannot afford to buy a sewing machine" is a very common remark; but we never heard it said, "I do not want one." Those who call at 43 Bleeker street, between Broadway and Bowers, will be furnished by the New York Machine Stitching Company with a first-class sewing machine on monthly installments of from \$5 to \$10 per month, payable in work at home, or in cash payments, or part cash and part work. Cash will be paid to the operator at the end of each month for all money earned above the regular monthly installments. Instructions free.

BEWARE OF COUNTERFEITS.—Use Brummell's celebrated Gout Drops. The genuine have A. H. B. on each drop. General depot, 410 Grand street, New York.

—Drunkness and opium eating. Dr. Berra, 107 Fourth avenue, New York, has permanent and painless cure for both. Thousands cured. Send stamp for conclusive evidence.

—Maire's Gymnasium, 20 St. Mark's place (Eight street). Special attention of teachers and scholars is called to physical culture. Terms, three months, \$12. Liberal inducements made to clubs of six or more.

—The pianos of F. C. Light & Co. are, we are glad to learn, rapidly becoming popular everywhere. With them, as with everything else, good material and low prices are commencing to tell with the public.

OUR LETTER-BOX.

H. D.—General Webb, President of the College of the City of New York, is a graduate from West Point, and was a regular army officer.

D. O. T.—We have read your MS. carefully, and fail to see anything in it except that you have an enmity against an individual whom you would like to punish over our shoulders. Your communication is therefore declined.

G. D.—The nine of diamonds is often called the "curse of Scotland," because the Duke of Cumberland, the night before the battle of Culloden, wrote a cruel order for the butchery of the Scotch prisoners on the bank of that river.

H.—Mother Goose is not an imaginary person. She was the mother-in-law of a printer in Boston, Mass., and her real name was Elizabeth Goose. The first edition of her well-known rhymes was sold for two coppers on Devonshire street.

M.—The "Iron Mask" is the name by which an unknown French prisoner was known. He was confined closely for twenty-four years, wearing always, not an iron mask, but one of black velvet on steel springs secured behind by a padlock. Though treated with great respect, he was never allowed to remove this mask, even before his doctor.

VALUABLE SCHOOL BOOKS.

BROWN'S ENGLISH GRAMMARS.

Comprising

BROWN'S FIRST LINES OF ENGLISH GRAMMAR.

Designed for young learners.

BROWN'S INSTITUTES OF ENGLISH GRAMMAR.

For the higher classes.

Both of these very popular text-books have just been revised by HENRY KIDDER, A. M., Superintendent of Public Schools of New York City, with important additions, especially in the department of Sentential Analysis.

BROWN'S GRAMMAR OF ENGLISH GRAMMAR.

Eighty-five. Leather, or half Morocco.

The most comprehensive and exhaustive Treatise on English Grammar extant.

The excellence of Brown's Grammars is very generally admitted, and notwithstanding the multitude of school grammars which have come in competition with them, they have steadily advanced in public favor, and are largely in use throughout the country.

In perpetual arrangement, accuracy of definition, fullness of illustration and comprehensiveness of plan, they stand unrivalled.

WM. WOOD & CO., Publishers.

27 Great Jones st., New York.

WILSON, HINKLE & CO.

28 BOND STREET.

The Eclectic Series of Text-books adopted for 1873 by the Board of Education of New York City.

Special attention is invited to

The Eclectic Geographies.

Simple and attractive treatises, presenting the subject according to the most scientific methods.

White's Arithmetics.

Unlike any other series now before the public.

McGuffey's Readers.

McGUFFEY'S READERS IN LEIGH'S PHONETIC TYPE.

Ray's Arithmetics and Algebras.

Teachers are cordially invited to call and examine the above or other text-books.

E. C. McCLINTOCK.

WM. M. BAKER.

American Lead Pencil Co.

453 and 455 Broadway, N. Y.

Report of Judges of American Institute, 1871.

"These pencils are well graded, and equal to any imported pencil."

Adopted by the New York Board of Education for 1873.

The Latest and Best.

WILLIAMS & PACKARD'S

SYSTEM OF PENMANSHIP,

CONSISTING OF TWELVE NUMBERS, IN FOUR

DISTINCT SERIES, VIZ.:

No. 1, 2, 3, 4, 5 and 6 (Common

School Series)..... At \$1 50 per dozen

No. 7 and 8 (Business Series).....

No. 9 and 10 (Ladies' Series).....

No. 11 and 12 (Exercise Series).....

WILLIAMS & PACKARD'S PATENT COPY-BOOK,

In Six Numbers. Adapted to classes in both Primary and

transcursive schools. Price, \$1 50 per dozen.

THE GUIDE TO PENMANSHIP.

It is a book such as every teacher and lover of good

writing should possess. Price, \$1 50. Single copies

sent by mail, post-paid, on receipt of price. Bound in

full cloth, beveled boards.

TESTIMONIAL OF MERIT. Beautifully

illustrated with engraved pen borders of an

entirely new design. Finely printed, on fine

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TRUST IN GOD AND DO THE RIGHT.

BY THE REV. NORMAN MACLEOD, D. D.

Courage, brother! do not stamble;
Though thy path be dark as night;
There's a star to guide the humble—
"Trust in God and do the right."
Though the road be long and dreary,
And the end be out of sight;
Foot it bravely, strong or weary—
"Trust in God and do the right."

Perish "policy" and cunning;
Perish all that fears the light;
Whether losing, whether winning,
"Trust in God and do the right."
Shun all forms of guilty passion.
Friends can look like angels bright;
Heed no custom, school or fashion—
"Trust in God and do the right."

Some will hate thee, some will love thee,
Some will flatter, some will slight;
Cease from man, and look above thee,
"Trust in God and do the right."
Simple rule and safest guiding—
Inward peace and shining light—
Star upon our path abiding—
"Trust in God and do the right."

Sketching from Nature.

SKIES, CLOUDS AND DISTANCES.

The ever-changing, ever-varying face of heaven gives variety and expression to American landscapes. The greatest masters of art have been vigilant and painstaking students of atmospheric effect, and of the endless combinations of vapor, which we know as clouds. In the cool gray of the early morning, in the full glare of the noonday sun, and when the sky is refulgent with a thousand tints at eventide it gives and receives beauty from the landscape. The young student will find, when he ventures abroad with his color box, how varied the hue to every known thing appears. The grass of the meadow is not so green as he believed it to be. Every yard of distance alters its hue somewhat, for there is spread around a gray or azure veil, which perplexes the student, while it adds a charm and softness to the view. In countries where there is little humidity existing in the atmosphere, every distant object stands out clearly and distinctly. It obeys certainly the law of linear perspective, but what is known as aerial perspective is absent. Mountains become more or less purple, as we sometimes see them in our own land when the atmosphere is clear and thin, instead of the mixed gray which forms their ordinary prevailing tone. If the student goes to the field with preconceived notions as to the color of various objects, he will find himself blind to the manifold beauty of color which the same object presents to his vision under the varying influence of light and shade at different periods of the day. There are numbers of skilled artists who sketch from nature, without knowing that they simply paint in a conventional manner, and with a fixed palette of greens and grays the scene before them. They do not look for substitutes of color in the foliage, or in the shadows of the crags, or in the changeable sky. They seize certain broad effects, and possibly the outline of the place, but all that gives the scene the charm of truth they do not see, or omit. Hence we see skies frequently allied to effects that never appear together. There is a want of harmony and "keeping" which offends the eye, and leaves a disagreeable impression behind, which nature does but seldom. The eye, then, should be tutored to observe every varying tint and tone, as well as of form and shade.

The young beginner finds that the clouds and sky are not so easily imitated out of doors as he is led to imagine from his previous efforts in copying from artists' sketches, or from the numerous chromolithographs which are so frequently now used as copies. At first he should choose a sky that is perfectly calm and still. The clouds, if any, should not be drifting, or changing their form and appearance. They should be as stationary as possible, or the sky should be cloudless. It will be found that these cloudless skies are not merely level expansive fields of blue or gray, but are delicately graduated from the meridian to the horizon, and from right to left, or from left to right, according to the position of the sun or moon. Even comparatively skilled sketches do not observe this almost universal law. They are frequently content to leave the paper to represent the sky in slight sketches, and in others simply indicate the color. Yet this graduated tone in calm, clear and hazy skies gives breadth and distance to the picture, and adds a delicate and indescribable charm to the whole. The various gradations should be carefully blended, one into the other, so as to produce an imperceptible melting, as it were, of light into darkness. Artists seldom use the meteorological nomenclature of the clouds. The student, at first, will find it necessary only to note the high clouds, which usually remain still and motionless in the high heavens, but varying in tint and beauty with the atmosphere around. The middle clouds are various in form; and from their ever changing appearance, are the most difficult to catch. The lower, or rain-clouds, seem to touch the ground occasionally; and, at others, give a dark and sombre appearance to the landscape, indicative of the coming or passing storm.

Yet, notwithstanding all their changeableness, clouds are brought under the rules of perspective. As they are chased by the varying winds, they obey the natural laws which govern all other objects visible to the eye. The point from which the wind comes or the opposite, is the vanishing point. Great care should, therefore, be taken in adapting a sky previously

studied to another sketch, in order that the true direction of the wind should be preserved, and trees, waves and clouds obey it. The delicate and luminous tints of the sky should always be preserved as contrasts to the rough texture and solidity of the rocks, trees and buildings of the earth.

Boys who reside in the country must oftentimes be perplexed by the bright tones given to city skies in shed views. A golden hue is imparted to city atmospheres by the smoke, even when comparatively clear. In dull weather this becomes dull or leaden brown, and the whole appearance of the object alters. In the country there is always a bluish-gray tinge given by the atmosphere, even when the bright yellow rays of the sun fall upon it; for instead of turning the blue into green, the pearly grays of the shadows preserve the aerial tones in all their beauty. When the sun's light falls upon the bluish shadows, it lights them up with a warm golden hue, which melts into purple when the evening glory sets in, and the rays of the sun approach a more ruddy tint. This in turn becomes darker as the sun declines, until, in twilight's hour, the purple becomes darker, partaking sometimes of a brownish-black hue, or at best a dark dull gray.

STUDENT LIFE IN HEIDELBERG.

The University of Heidelberg, one of the oldest and most famous in Europe, has an average attendance of about six hundred students. There are no ladies in these halls of learning, and the inaccessibility of their society to the students, both in school and town, tends to render the manners of the latter more unpolished than those of our own land. But what is lost to them on one hand by lack of female society, is gained on the other by opportunity for the acquisition of knowledge. Every department of law and medicine, of science and literature, is taught by the ablest professors of the land, by lecturers assisted by the use of textbooks of their own compiling. An extensive hospital furnishes daily examples of surgery to the students of medicine. A library filled with the collections of five hundred years, and enriched with rare old manuscripts, spreads its treasures to all alike.

Profiting by these advantages, the plegmatic German becomes the hardest worker of his class, and a model in his power to acquire and retain. He burrows in a dingy room whose half-darkened windows look out on the ruined castle and fir-clad mountains, rising above the town, or on the sparkling mountain river that flows below it. His dark colored meerschaum hangs perpetually from his lips, except when he is in the street or on the promenade, when custom compels the substitution of a cigar. Enveloped in a spacious dressing-gown, with a gay colored smoking-cap on his head and comfortable slippers on his feet, he pores gravely over his books, and clinches every new fact with a fresh pipe of tobacco. But he never chews the weed. That custom, indeed, is exclusively American. When he begins to feel exhausted by his labors at the book and pipe, he takes from a shelf a coffee-pot, and placing it over the flame of a spirit lamp prepares quickly a delicious beverage. This invigorates him; he returns to his book and pipe till broken off by the lecture hour.

In his hours of relaxation and amusement the German student is active and gay, full of fun and humor. He is excessively polite in addressing you, never doing it in the abrupt, peculiar American way, as, "How are you, sir? Glad to make your acquaintance. Come and see me." But, placing his left hand on his breast, and raising his cap with his right, he "hopes he sees you enjoying the best of health;" he "feels highly honored by your flattering condescension in making his acquaintance," and he "desires nothing more ardently than the pleasure and honor of your company at your most convenient leisure." But their bearing is, nevertheless, somewhat haughty and imperious, and no one will quicker resent an insult and demand reparation at the point of the sword than the German student.

Their sentiments and feelings, as a class, are all on the side of liberal government; they are ever ready to talk and fight for the liberty and glory of the fatherland, and they adhere pertinaciously to customs handed down to them from time immemorial. We once witnessed an attempt by the authorities to put an end to the practice of dueling, but it was continued in spite of the law with all the police of the city of Heidelberg and a regiment of soldiers from Mannheim to enforce it.

There are numerous societies among the students, each of which possesses a room fitted for the convenience of their meetings. Each society also chooses a restaurant which the members frequent to take the invariable cup of coffee after dinner, and where they also indulge in games of chance, read the news and converse. Several of these societies uphold the practice of dueling. The members of one society challenge and fight with those of another, and they wear distinguishing colors in ribbons and on their caps. Each organization has its society room, and it presents quite a different appearance from one in an American college. The students sit at wooden tables, and commonly there is a keg of beer in one corner of the room to supply the glasses of the members. Many sit without their coats, some bareheaded, but most wear their colored caps. They laugh, talk, sing, discuss metaphysical questions, and consume meantime enormous quantities of tobacco and beer. The quantity of the latter which the students consume is really astonishing, but it is so thin that intoxication rarely ensues, though

it sometimes happens to beginners that after a night's carousal they have what the Germans call "katzenjammer." The beer glasses hold a pint, and it is quite common for a student to drink a dozen or fifteen at a sitting. Three or four drinking horns of enormous capacity form part of the necessary appointments of the room, and these are sometimes filled to the brim and drained by an ambitious "bursch." The air of the room is blue and thick with smoke; the floor bare and dirty, but the walls are hung with fine engravings, flags and portraits of the members. Commonly there are two or three dogs owned by the society, and every member devotes some portion of his time spent in amusement, to training the animals, which become at last very accomplished dogs. The literary and debating society, as it exists in this country, is not known to the German student, and if he be ambitious his efforts are directed to the acquisition of solid knowledge.

The practice of dueling, as it exists in this and other German universities, and of which the students are so tenacious, is one of the most absurd follies which can be conceived of. The contests are never intended to be fatal, and are so only in rare instances. The head is the only part of the person exposed, and the blows are aimed at this part only. The weapons are long, lath-like swords, very thin, sharply pointed and double-edged. They have enormous basket-hilts, which completely protect the contestants' hands. Thick stocks are bound round the neck, and padded leather armor on the body. The right arm is thrust into a padded-buckskin sleeve. When in position the sword-arm is raised above the head, holding the point of the weapon downward, and about even with the breast. The attack is made by striking for the top of the head, and the blow must be received on the padded sword-arm. If this is not elevated quick or far enough, the point of the sword springs downward, and may lay the scalp open with an ugly cut several inches in length, or an ear may be sliced off. Another mode of attack is made by striking for the antagonist's face, under his guard, and by this means very serious wounds are oftentimes inflicted; a cheek is laid open or an eye gashed. The parry to this attack is made by moving the sword to the right or left, which throws the assaulting weapon by the person, and opens the way for a retaliating stroke. Each principal is supported by a second attired and armed in a similar manner, who is permitted to ward blows from the combatant. A judge conducts the affair, and a surgeon is always present to attend to the wounded. The duel is not stayed for slight cuts, but when a stroke across the head, or down the cheek, lays open a gash several inches in length, inflicting a permanent disfigurement, the surgeon puts an end to the strife. As students they seem proud of ugly scars, which in later life may be regretted.

Student life in Heidelberg is not expensive, for the students, as a class, are economical in their habits. An American can pass a couple of years there at less cost than at one of our colleges, and in addition to the knowledge of the special studies he may pursue, he acquires the language almost without effort. A room may be rented with the German breakfast of coffee and rolls, will cost about five dollars per month. Other living expenses would amount to about twenty dollars more. Families can live quite cheap, as compared with the cost in this country, by hiring a house and servants.

Heidelberg is a pleasant town to live in. The society is cosmopolitan. All European languages are spoken, and French and English are nearly as common as German. The Latin races meet and socialize with the Pole, Russian and Scandinavian, and the bluff British hob-nobs with the dark Creole from the Indies. The scenery is delightful and varied. The river Neckar flows down from between the Odenwald mountains, and where it debouches on the Rhine plain, stands Heidelberg. The town is nearly two miles long, and less than half a mile wide. It lies between the river and the base of the Kaiserstuhl—a wood-clad mountain that rises to the height of nearly 2,000 feet and is crowned with a stone tower. Four hundred feet above the town, on the side of this, stands the ruined castle—the grandest ruin of the middle centuries in Europe, except the Alhambra. At the front of the city flows the ever-murmuring river, whose crystal waters join the Rhine at Mannheim, a distance of about ten miles. Across the river rises the Heligenberg, crowned with the ruined convent. Vineyards and orchards abound, and drives and walks extend in all directions, affording views of scenery too beautiful for description. From the top of one of the mountains a hundred miles of the Rhine valley may be seen, a half-dozen cities and thirty villages counted. The mountain valleys are dark with fir forests, and the mountain crests are crowned with ruined strongholds dating from the Middle Ages. The legends that attach to these are many. Taken altogether, there is not a pleasanter or more profitable city in Germany for the American who desires to live a year or two of student life to sojourn in than Heidelberg.

Said a wine merchant to his porter, whom he wanted to leave awhile in his cellar, "I'll chalk your mouth, so that I can tell if you drink any wine while I am gone;" at the same time drawing his thumb nail over the man's lips, as though he was chalking them. The porter drank as much wine as he wanted, and then chalked his mouth so as not to be detected, and by that means exposed himself to his shrewd master.

MODEL OF A SCHOOL REPORT.

As it sometimes appears that school committees in the rural districts are at a loss to know how to report themselves, and are not a little oblivious of the requirements of their office, we present below for their comprehension how not to do it.

A MODEL OF A SCHOOL REPORT.

District No. 1.—*Pumpkin Hollow*.—Saw this school in the distance as we drove by on the great road. Found it passable, so didn't stop.

District No. 2.—*Rattlesnake Hill*.—In its late removal from the old potato lot to the hill, this school has been brought to the highest grade of any similar institution in town, being two hundred feet above the level of the Cat-tail Pond.

District No. 3.—*Quack-o-myunklet*.—Saw this school twice, once through a telescope that brought it so near you could hear a pin fall; once at recess, from the back of a sorrel mare. Order good; recitations all you could expect. Noticed great progress in several boys—playing tag.

District No. 4.—*Cat-Rocks*.—Owing to scruples about the use of capital punishment in school, the teacher in this district has been removed—on the backs of the big boys. Having seen him as he was mounting the ox-cart of the trustee to leave, your committee can unhesitatingly recommend him to his new situation.

District No. 5.—*Saint's Rest*.—Your committee failed to visit this school, as it happened always to be out (hunting) when they were out. The pupils are said to have made successful researches in natural history and the geography of the "Great Birch-Barrens," being well advanced in minks, muskrats and woodchucks; but the general recitations are believed not to be all that we could desire.

District No. 6.—*Dog's Misery*.—We have to report that this school exhibited uncommon order, especially among the larger boys, who twice ordered out successive teachers. Your committee would recommend that competent instructors be procured to introduce the higher branches, in particular of hickory and quince, for the benefit of the more advanced pupils.

District No. 7.—*Shingle Mill Creek*.—The contiguity of this school to the pickered pond has operated unfavorably to its best interests, as the smaller pupils usually sink when they fall in. Your committee would suggest the propriety of drawing off the water, or of nailing up the shutters on that side, for we find that fishing from the windows in school-houses has a tendency to interrupt lessons and spatter the books. It seems hardly possible to dispense with the rod in this school, though the masters give them line upon line.

To conclude, from the cursory survey they have been able to give to the schools, your committee would beg leave to remark, that considering the entire circumstances, if our local educational institutions are not absolutely all that could reasonably be desired, they are exactly what would reasonably be expected. Respectfully submitted,

JOHN CARELESS, Chairman.

TIMOTHY SHIRKALL, Secretary.

THE POLITICAL INFLUENCE OF HUMOR IN AMERICA.

Americans have at least one genial quality. They do appreciate humor. Of all the differences between society there and society here we do not know one more striking than the political power which, across the Atlantic, humor appears to exercise over the masses of the people. We have nothing of the kind left in England. A stroke of pictorial humor is, indeed, occasionally appreciated, and individual statesmen have sometimes benefited or suffered from caricature, but the English require to see fun in order to be impressed by it. The judgment of Englishmen on O'Connor was distinctly affected by "H. B.'s" drawing of him as the "Big Beggarman"; Sir J. Graham never quite got over the "Little Dirty Boy"; and Lord John Russell's influence waned from the day Punch sketched him as the small lad who chafed up "No Popery!" and then ran away in a fright. The ideal of him in the British mind as the man of undaunted pluck, who would cut for the stone or take command of the Channel Fleet, suffered from the drawing. But since the days of the Anti-Jacobin and Canning's "Needy Knife-grinder" we can hardly recall a song, or a story, or a bon mot which has exercised an important influence on politics. The art of political squibbing seems itself to have disappeared, for we do not allow that the "Battle of Dorking" comes within that designation. It is different, however, in America, where humor has very often of late years had high political or social effect, has brought certain truths home to the popular mind as nothing else could. By far the most formidable enemy encountered by President Jackson in his war on the National Banks was the man whom it is said he refused on his death-bed to forgive, Seba Smith, who published as "Major Jack Downing" a series of letters full of true Yankee humor—Yankee as distinguished from Western—humor spiced and flavored with keen intellectual insight. The "Bigelow Papers," with their humorous scorn of slavery and of war for its extension, were most important contribution to the Abolitionist cause, as was the song about John Brown's soul, to which the North marched to the conquest of the South. There is no humor in the meaning of that song, but there is in its form, and in the tune which accompanies it, and it kept the link between abolition and victory incessantly before the minds both of soldiery and people. Lincoln's humorous sayings, more particularly his remark about "swapping horses while crossing streams," and his rebuke to the perfervid abolitionists who were pre-

sing him to go too far ahead of the national sentiment, "I don't know, gentlemen, that I ever received a deputation straight from God Almighty before," had all the influence of great speeches, as had before his time the really wonderful burst of glowing fun in which Senator Hale, sitting in his place because he was too fat to stand, repudiated the annexation of Cuba. That was a speech, no doubt, but it was the humor in it, and not the eloquence, which destroyed the formidable order of the Lone Star. Bret Harte's "Heathen Chinee" has distinctly modified the popular appreciation of the Chinamen, and helped to beat down the previously threatening dislike felt to them in Massachusetts—where they are competing with the powerful "Order of St. Crispin," the great political union of shoemakers, which returns one-third of the State House of Representatives. The New York papers declare that much of the recent victory of decent citizens over the Tammany King is due to some satirical jokes issued by an artist named Nast. *Harper's Weekly*, a publication of vast circulation and clean of pecuniary corruption. We have not seen these drawings, but the consensus of New York opinion about them is complete.

It is, we suppose, in this, the power of bringing a subject home to the millions, that the efficacy of humor in America lies. These masses do not read the long speeches, and are not very attentive to well-reasoned argument, getting weary of its length; but they all enjoy and remember a rhymed joke, or a rough epigram, or a short story, which tickles their somewhat peculiar fancy, and reveals clearly to themselves their half-thought-out convictions. That we can understand, but what still perplexes us is the universality of this faculty of appreciation. Humor could hardly be subtler than it is in the "Heathen Chinee," yet the "point" was taken at once throughout the States by laborers as fully as by graduates, and with exactly the same effect. What is there in this grave and rather sad people which makes their appreciation of this form of intellectual effort so swift and so keen? Is it that to their habitual reserve or gloom humor brings more pleasure than it brings to other men, giving in addition to enjoyment a sense of mental relief, or is it that Americans are essentially humorous, though only a few can express the humor latent in them? We suspect the former is the case, for the only people as sad and reserved as the Americans, the Bengalees, have precisely the same faculty of appreciating rhymed jests, though they like them a little more bitter than the Americans do. Or is the explanation after all the much simpler one that the Anglo-Saxon people everywhere loves rhymed humor, as it loves rhymed sentiment, but that this love is only developed when the race has received a little education?—*Spectator*.

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Josh Billings says: "I don't recollect now or ever hearing of two dogs fighting, unless there was a man or two around."

"Shrouds!" exclaimed an old lady, who was listening to an old sea-captain's story; "what do you have them at sea for?" "To bury dead calms in, ma'am," replied the old salt.

"'Tis strange," muttered a young man as he staggered home from a supper party, "how evil communications corrupt good manners. I've been surrounded by tumblers all the evening, and now I'm a tumbler myself."

"What countryman are you?" inquired an English gentleman of a vagrant. "An Irishman, please your honor." His lordship asked, "Were you ever at sea?" "Come, your honor," answered Paddy, "dy'e think I crossed from Dublin in a wheelbarrow?"

A lipping mother, who had presented her infant at the baptismal font for christening, on being asked by the clergyman, "What name?" responded in a whisper, "Lutty, Thir," when, to the horror of the whole congregation, and the consternation of the mother, he christened the baby—Lucifer.

An American judge was once obliged to sleep with an Irishman in a crowded hotel, when the following conversation ensued: "Pat, you would have remained a long time in the old country before you would have slept with a judge, would you not, Pat?" "Yes, your honor," said Pat; "and I think yer honor would have been a long time in the old country before ye'd been a judge, too."

Illustrative of the ups and downs of this life in general, and politics in particular, Thurlow Weed tells how some New Yorkers raised a fund to defeat Fillmore in 1850, which was given to him for "judicious distribution." He placed \$10,000 in bank to the credit of his partner, to be drawn out as it was needed. A few days after, the latter dropped dead in the street. The bank paid over the money, in due process of law, to the widow. A year or two passed, and Mr. Fillmore met and married the widow—and the \$10,000.

THE INDIAN NOT CIVILIZABLE.

To those who advocate the application of the laws of civilization to the Indian, it might be a profitable study to investigate the effect which such application produces upon the strength of the tribe as expressed in numbers. Looking at him as the fearless hunter, the matchless horseman and warrior of the Plains, where Nature placed him, and contrasting him with the reservation Indian, who is supposed to be reveling in the delightful comforts and luxuries of an enlightened condition, but who in reality is groveling in beggary, bereft of many qualities which in his wild state tended to render him noble, and heir to a combination of vices partly his own, partly bequeathed to him from the pale-face, one is forced, even against his desire, to conclude that there is unending antagonism between the Indian nature and that with which his well-meaning white brother would endow him. Nature intended him for a savage state; every instinct, every impulse of his soul inclines him to it. The white race might fall into a barbarous state, and afterward, subjected to the influence of civilization, be reclaimed and prosper. Not so the Indian. He cannot be him—if and be civilized; he fades away and dies. Cultivation such as the white man would give him deprives him of his identity. Education, strange as it may appear, seems to weaken rather than strengthen his intellect. Where do we find any specimens of educated Indian eloquence comparing with that of such native untutored orators as Tecumseh, Osceola, Red Jacket and Logan; or to select from those of more recent fame, Red Cloud of the Sioux, or Sa-tan-ta of the Kiowas?—General Foster, in February Galaxy.



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Cash Capital.....\$200,000
Surplus.....0,240 00

Total Assets.....\$201,240 00
In presenting the above statement, it will be seen that ample protection is offered to every policy holder, while the terms of insurance will prove to be as favorable as those of any other company.

This company has paid all its losses promptly and in full for nearly twenty years. A portion of your business is respectfully solicited.
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Assets.....\$3,028,243 00
Surplus.....201,229 00

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January 1, 1872. Astor Place, N. Y.

ASSETS.
Cash in drawer and vault.....\$97,773 98
Cash in banks.....167,308 47
\$265,082 45

STOCK INVESTMENTS.
United States Bonds at market value.....\$425,029 00
State Bonds at market value.....66,300 00
New York Co. Bonds at market value.....30,500 00
City Bonds, New York, \$99,430;
Brooklyn, \$98,300; Syracuse, \$45,100, at market value.....240,875 00
702,404 00

LOANS ON PUBLIC STOCKS, &c.
On United States Bonds at par.....\$116,000 00
On State Bonds (par value), \$125,000.....25,000 00
On Town Bonds and Bank Stock.....1,931 18
143,931 18

BONDS AND MORTGAGES.
In the City of New York, first mortgages.....\$757,109 18
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790,109 18

Value of above property on which the amount is loaned on Bond and Mortgage.....\$2,105,300
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Amount due Depositors.....\$1,954,280 72
1,954,280 72

Surplus.....\$45,703 04
J. S. SLOAN, Secretary.

N. B.—The 37th Dividend will be placed to the credit of Depositors, on or before the 26th of February, at the rate of 6 per cent. per annum, and will draw interest from the 1st.

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SIX PENNY SAVINGS BANK, Astor Place, New York.

The 37th Semi-Annual Dividend, at the rate of 6 per cent. per annum, will be credited to the depositors as principal and the same will be entitled to interest thereon after February 1.

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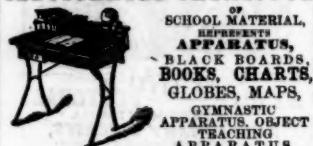
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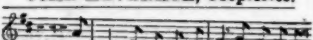
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